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ABSTRACT

This manual presents a training program developed from an assessment of what the manpower counselor must be able to do based upon the overall goals of manpower training. The training package is divided into eight general competency areas: counseling techniques (individual and group), staff relationships. client information and referral services, populations served by Manpower Programs, assessment, career development, the labor market and evaluation of counseling effectiveness. Each general competency area consists of statements of learning objectives, descriptions of learning activities and statements indicating what evidence will be accepted regarding attainment of the learning objective. This package also includes pre-assessment material designed to assess the entry level knowledge and skills of counselors, and criterion tests for the programmed instruction in occupational information, career development and psychological assessment. (SJL)

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# A COMPETENCY BASED TRAINING PROGRAM FOR MANPOWER COUNSELORS

Fourth Revision
September 1973

Edward Fuller
Program Coordinator

and

Al Aragon
Staff Specialist I

Maudest Walker
Staff Specialist I

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at Inter-AMIDS Guidance and
Counseling Workshop, September 27-October 1, 1971

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Northwest Regional Educational Laboratory
700 Lindsay Building/710 S.W. Second Avenue
Portland, Oregon 97204

and

The School of Education
Oregon State University
Corvallis, Oregon 97330

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MANPOWER AND COMMUNITY COLLEGE COUNSELING PROGRAM (MCCCP)

# PROTOTYPE NO. 4

This manual is the "in process" result of a cooperative effort of the Manpower Division of the U.S. Office of Education, Oregon State University and the Northwest Regional Educational Laboratory. It is not at this point a "finished product" ready for installation and/or use but rather is a guide which is in the process of being field tested and refined.

Ordinarily we would not provide for the distribution of a product which is still in a developmental stage. However, the interest in it has been so widespread we are making it available to interested persons who are also being confronted with the need to develop competency based training for counselors.

We hope you find this material useful and we would certainly welcome any comments or suggestions for improvement. The final revision of this manual is now planned for 1974 when the materials will have been field tested at Portland and Oregon State Universities. A companion manual is also available for review at this time. It is "Implementing Competency Based Counselor Preparation: A Resource Manual."

We would welcome dialogue with you regarding either of these manuals. Our address is:

Northwest Regional Educational Laboratory
710 S.W. Second Avenue/Lindsay Building
Portland, Oregon 97204

We may be reached by phone at: (503) 224-3650.

Ed Fuller, Program Coordinator

# A COMPETENCY BASED MANPOWER AND

# COMMUNITY COLLEGE COUNSELING PROGRAM

## Introduction

With the advent of manpower training programs and the accompanying proliferation of training sites, job opportunities and complexity of decisions facing trainees who enroll in the various programs, the role of the manpower counselor has become more and more vital to program success. The counselor often has been expected to be a generalist in orientation who can be all things to all people, i.e., a counselor to trainees, a consultant to staff, an advocate for minorities, a liaison staff member for other agencies and the training programs, a labor market specialist; rather a jack-of-all trades. Concurrent with the development of this generalist role very few graduate programs in counselor education have been oriented specifically toward the manpower counselor. He frequently has entered the manpower counseling field either with training as a school counselor and little related experience for manpower work or with experience which might qualify him for manpower counseling but little academic preparation as a foundation for his work. Administrators of manpower training programs have preferred the person with appropriate experience regardless of his academic preparation. At the same time, some counselors have entered manpower counseling with a sound theoretical background but have been frustrated by the realities of the on-the-job demands for which they were ill prepared.

This training program is an attempt to develop both theory and practice for the manpower counselor. An effort has been made to determine what the manpower counselor must be able to do based upon the overall goals of manpower training. The procedure was to establish competency areas germane to the performance of these tasks, learning objectives for each of the broad competency areas, learning activities designed to assist in the achievement of these objectives and, finally, statements indicating what evidence would be accepted as indicating the learning objectives had been attained.

## Role of the Manpower Counselor

This statement of the counselors' role is neither all inclusive nor exhaustive of the many points of view which have been articulated regarding counselor role and function. It is representative of the point of view of this project staff and consistent with the overall goals of manpower development as this staff understands those goals.

As a foundation for the role statement to follow, we quote from "A Statement of Policy Concerning the Nations' Human Resources Problems," a rather dated publication of the American Personnel and Guidance Association (1957):

> ...persons can grow to the height of their potentialities when:
>
> - they know their potentialities, interests and values;
> - they have the opportunity to develop them through education;
> - they know about the complex, rapidly changing career picture; and,
> - they are motivated to develop their potentialities and to relate them to the opportunities in our society.

The major tasks of the manpower counselor are to assist trainees in achieving an increasingly clear understanding of themselves, to provide support for the trainee in developing his potentialities, to make available as complete information as possible which will assist him in making decisions and to serve as advocate for the client as he attempts to relate his potential to the opportunities available to him for expression of that potential.

With these major objectives in mind some general areas of counselor competencies and knowledge seem to follow:

1. The counselor must demonstrate the ability to communicate effectively with a wide range of clients.
2. He must understand motivators in human behavior demonstrated by his ability to assist clients in understanding the meaning of their own behavior.
3. He must demonstrate an understanding of the unique characteristics of various minority ethnic groups which manpower programs may serve.
4. He must be able to relate his role to the rest of the agency staff with whom he works.
5. He must demonstrate the ability to utilize psychological assessment to assist clients in self-understanding.
6. He must demonstrate knowledge of the labor market and patterns of career development.
7. He should be able to assess the effectiveness of what he does.

Thus, the broad competency areas which are the focus of this training are:

1. Counseling Techniques (individual and group)
2. Staff Relationships and Correlation of Counseling and Administrative Functions

3. Client Information and Referral Services
4. Populations Served by Manpower Programs
5. Assessment
6. Career Development
7. The Labor Market
8. Evaluation of Counseling Effectiveness

## Format of the Training Program Package

Section I of the Training Program Package is divided into eight general competency areas (1.0-8.0). Each general competency area consists of statements of learning objectives (LO), descriptions of learning activities (LA) and statements indicating what evidence will be accepted regarding attainment of the learning objective (EL).

Each Learning Objective (LO) is a general statement of the desired knowledge or skill. The Learning Activity (LA) which follow is a brief description of the resources which will be made available to the student for acquiring the desired competency. The Evidence of Learning (EL) is a criterion statement for each Learning Objective, i.e., it contains the criteria against which the specific competency will be judged.

At no time will a trainee's competency be certified by less than two of the project instructors and no decision requiring additional demonstration of competency will be made unilaterally. If a trainee fails to achieve a given competency in the judgment of two or more staff members he will be given additional training opportunities and will be encouraged to try again to demonstrate his competency. Failure to achieve an acceptable competency level merely means delay in completion of training not removal from the Program.

# SECTION I

## 1.0 COUNSELING TECHNIQUES

### Rationale

Understanding and use of appropriate counseling techniques should facilitate successful verbal and nonverbal communication between counselor and client; thus, enabling the client to better understand himself as others see him as well as increasing his self-understanding. There are identifiable counseling relationship conditions which are facilitative to client growth as well as those which are antithetical to the clients' development. For the purposes of this training, facilitative counseling dimensions are identified as:

empathic understanding
positive regard
genuineness
self-disclosure
concreteness

It is also assumed here that many of the same conditions that are appropriate to individual counseling may also apply to successful group counseling. Nonetheless, there are some identifiable group counseling skills which differ from those required in individual work. Through identification of the specific skills which are necessary in each area, it is possible to provide training in the acquisition of those skills. Knowledge of counseling theory should be correlated with counseling skill acquisition so that the counselor has an understanding of *why* he is doing *what* he does.

### Goals of Training

- Establishment of a basis for defining one's own counseling point of view.

- Development of facilitative counseling skills (individual and group).

- Increased awareness of the counselor's personal characteristics which may facilitate or impede client growth.

### Counselor Competencies--The counselor will:

1.1 LO: Have an awareness of his personal characteristics which may facilitate or impede client growth.

LA: 1. Complete preassessment (self-evaluation).
2. Complete "Personal Goals" statement.

*3. Read:

- Barksdale, Building Self-Esteem
- Branden, The Psychology of Self-Esteem
- Jourard, The Transparent Self
- Kell and Mueller, Impact and Change
- Lewis, The Psychology of Counseling (Chapter 5)
- Maslow, Toward a Psychology of Being
- Shertzer and Stone, Fundamentals of Counseling

*4. Dyads or triads may be formed to obtain feedback on your characteristics to compare your own perceptions against those of others.
5. Keep a weekly log regarding your progress toward self-growth goals.
*6. Attend seminars relative to counselor characteristics which facilitate client growth.
7. Attend group counseling sessions and utilize the group to assist you in personal growth goals.
8. Seek validation of self-perceptions in conference with staff advisor.

EL: Have a weekly entry during the course of training relating to statements of personal characteristics which were previously identified. This summary of corroborating incidents and reactions of others will be filed with project instructor along with the counselor's reactions to self at the conclusion of training.

1.2 LO: Recognize facilitative counseling behaviors of other counselors.

LA: 1. Complete preassessment material. Plan any needed learning activities.
*2. Read:

- Carkhuff, The Development of Human Resources (Chapter 7)
- Glossary of Terms (in this manual)

*3. Complete observation of one or more tapes with project supervisor until there is a substantial agreement regarding observed behavior.
*4. Observe several tapes with other trainees.
*5. Observe one or more tapes designated as "high level facilitative skill" and one or more tapes designated as "low level facilitative skill".

EL: Display counseling observation checklist which is in agreement with project instructor's evaluations of three or more randomly selected counseling tapes.

---

*Optional

1.3 LO: Achieve facilitative levels of "4" (on a 1-5 scale) or higher during simulation of counseling.**

LA:
1. Preassessment: Make counseling tape and have it reviewed by supervisor. If evaluations are less than "4", plan learning activities.
*2. Review glossary of terms of manual.
*3. Attend micro-counseling sessions in which the different dimensions of the counseling process are observed and practiced.
*4. Make additional counseling tapes until "4" level of functioning are achieved on all dimensions.
*5. Read:

   - Carkhuff, The Development of Human Resources (Chapter 7)
   - Shertzer and Stone, Fundamentals of Counseling (Chapters 12, 13, 14)

*6. Review "low level" and "high level" tapes.
*7. Observe live counseling conferences of counseling consultants during seminars.

EL: Be evaluated by critique of three or more simulations by two or more project instructors. Criteria for success will be agreement by instructors, client and counselor that counseling behaviors were adequately demonstrated. Additionally, a "4" level on each of the eight counseling dimensions must be attested to by two or more project instructors.

1.4 LO: Achieve facilitative levels of "4" or higher during actual counseling sessions.

LA:
1. Complete preassessment. Plan learning activities.
2. Counsel "live" clients either at the Laboratory or at a field training site.
*3. Review "high" and "low" level tapes.
*4. Review reading for 1.2 and 1.3.
*5. Attend seminars on counseling theory and techniques.
6. Present videotape evidence of "4" level functioning.

EL: Be evaluated by project instructors and/or field supervisors at a "4" or higher level of functioning on each of the eight counseling conference dimensions in three or more counseling conferences.

1.5 LO: Have a working knowledge of the process of decision-making and the ability to engage clients in the use of the process.

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*Optional

**Note: Levels of functioning are described in Glossary of Terms, Section II.

LA: 1. Complete preassessment.
2. Review results of preassessment with project instructor.
3. Further refine your decision-making model with the assistance of project instructor.
*4. Read:

- Edwards, "Solving Problems Creatively," Systems and Procedures Journal, Jan./Feb. 1966, pp. 16-24.
- Goldner, The Strategy of Creative Thinking
- McPherson, The People, the Problems and the Problem-Solving Method
- Mason, "Let Others Solve Your Problems," Nation's Business June 1963, Volume 51, No. 6
- Osborn, Applied Imagination
- Parnes and Harding, A Sourcebook for Creative Thinking
- Stryker, "How to Analyze that Problem," Harvard Business Review, March-June and July-August 1965.

5. Assist two or more clients to apply decision-making scheme to decisions with which they are faced and report outcomes to project instructor.

EL: Orally or in writing describe the decision-making model. Identify in written reports to the project instructors at least two points at which each of two clients employed the decision-making model to their own course of action.

1.6 LO: Have knowledge of distinguishing characteristics among contemporary theories of counseling.

LA: 1. Complete preassessment, review areas of incorrect responses and plan learning experiences with supervisor to correct deficiencies.
*2. Read:

- Krumboltz and Thoresen, Behavioral Counseling
- Patterson, Theories of Counseling and Psychotherapy (Chapters 2, 3, 4)
- Rogers, On Becoming a Person
- Shertzer and Stone, Fundamentals of Counseling (Part Three)
- Stefflre, Theories of Counseling
- Von Kaam, The Art of Existential Counseling

*3. View videotapes on Behavioral, Client Centered, Trait Factor, Existential and Eclectic counseling.
*4. Attend Laboratory seminars regarding theories of counseling.
*5. Role play the counseling behaviors which you would associate with each counseling theory.

EL: Complete the criterion test with no errors.

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*Optional

1.7 LO: Be able to state and support his personal theory of counseling.

LA: 1. Complete preassessment.
*2. Attend Laboratory seminars on counseling theory.
*3. Review reading recommendations for 1.6 plus:

- Blocher, Developmental Counseling (Chapter 4)
- Dubin, Theory Building
- Shertzer and Stone, Fundamentals of Counseling (Chapter 11)
- Stefflre, Theories of Counseling (Chapter 8)

*4. Review videotapes on counseling theory.
*5. Interview several professional counselors regarding their counseling theory.

EL: Complete criterion test and have it evaluated as satisfactory by project instructor. Evaluation criteria are attached to the criterion measure.

1.8 LO: State and support criteria for formation of groups for group counseling.

LA: 1. Complete preassessment.
*2. Read:

- Gazda, Group Counseling: A Developmental Approach (Chapter 2)
- Glanz, Groups in Guidance (Chapter 3)
- Hansen and Cramer, Group Guidance and Counseling in the Schools (Chapter 5)
- Mahler, Group Counseling in the Schools (Chapter 3)
- Muro and Freeman, Readings in Group Counseling (Chapter 6)
- Ohlson, Group Counseling (Chapter 5)

*3. Attend Laboratory seminars regarding group counseling.
*4. Discuss group formation criteria with practicing counselors to obtain their rationale.
*5. Form one or more groups at one of your agency placements to "field test" your criteria.

EL: Present an oral or written statement of counseling group formation criteria which are supported by a minimum of two authors. Judgment of adequacy of the criteria will be made by two or more staff members.

1.9 LO: Recognize various stages of development of a group in which he participates or which he observes.

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*Optional

LA: 1. Complete preassessment.
2. Plan any necessary learning experiences with project instructor.
*3. Participate in on-going counseling group with other trainees.
*4. Read:

- Gazda, Group Counseling: A Developmental Approach (Chapter 2)
- Mahler, Group Counseling in the Schools (Chapters 4, 5, 6, 7)
- Ohlson, Group Counseling (Chapter 5)

Handouts from project instructor:

- "Clarence Mahler's Concept of Group Stages"
- "Group Counseling: Applying the Technique"
- "Member Roles in Groups Attempting to Identify, Select, and Solve Common Problems"
- "Principles for Instructors and/or Group Leaders" by Moustakas
- "Learning How to Learn"
- "A Contract for a Laboratory in Interpersonal Growth"
- "Freeing and Binding Responses" by Wallen
- "How to Recognize an Effective Group" by Wallen
- "The Nature and Power of Acceptance" by Huckins
- "The Johari Window"
- "Five Dimensions of Group Growth"
- "Anger"

*5. Review videotapes of group counseling sessions looking for evidence of developmental stage at which the group is functioning.

EL: Support his identification of a group developmental stage which he observed or participated in with observations in writing about group behaviors. This should be supported by information from a minimum of one "expert" source in the field of group counseling.

1.10 LO: Be able to structure a group in group counseling.

LA: 1. Complete preassessment and review learning needs with project instructor.
*2. Lead a counseling group using your "design" to achieve your desired counseling outcomes.
*3. Read:

- Mahler, Group Counseling in the Schools (Chapter 4, particularly pp. 104-107)
- Malamud and Machover, Techniques in Self-Confrontation
- Ohlson, Group Counseling (Chapter 5)
- Otto, Group Methods to Actualize Human Potential

Handouts referred to in 1.9.

*4. Make videotape of a counseling group which you lead at one of your placements.

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*Optional

EL: Defend orally to project instructors the structuring techniques which are used giving a minimum of one "expert" source as support for the approach.

1.11 LO: Be aware of appropriate counseling behaviors for responding to various client behaviors which arise in group counseling.

LA: 1. Complete preassessment and plan learning experiences with project instructor.
2. Lead counseling group at least two times.
*3. Read:

- Gazda, Group Counseling: A Developmental Approach (Chapters 2, 5)
- Mahler, Group Counseling in the Schools (Chapters 4, 5, 6, 7, 8)
- Ohlson, Group Counseling (Chapters 6, 9)

Handouts referred to in 1.9.

*4. Observe videotapes of counseling groups.
*5. Interview practicing counselors regarding their approach to group counseling.
*6. View Carl Rogers group counseling film.

EL: Oral defense to the project instructors of his handling of behaviors (LA) during two counseling sessions which he leads using a minimum of one "expert" source in support of approach. Evaluation by project instructors and counselees regarding counseling effectiveness.

---

*Optional

# 2.0 STAFF RELATIONSHIPS AND THE CORRELATION OF COUNSELING, ADMINISTRATIVE FUNCTIONS WITH THE NEEDS OF THE COMMUNITY

## Rationale

The counselor can best understand his own role as a counselor through the recognition of different staff roles within a community agency. By understanding his own role and those of others on the staff, the counselor will be able to participate in a more constructive and positive nature for the advancement of client and program.

The counselor through his interaction with staff will have a greater understanding of self and the restrictions, limitations and goals of the program and relate this to the client so that the client can better comprehend his own relationship to the program.

## Goals of Training

- To assist the counselor in integrating his role as part of an agency staff.
- To assist the counselor in knowing the needs and resources in the community.
- To assist the counselor in objectively viewing various programs and in knowing how he can effect constructive change within organizational structure.
- To assist counselor in communicating effectively with other staff members.

Counselor Competencies--The counselor will:

2.1 LO: Have knowledge of the role of a manpower counselor within a manpower agency and community college in relationship to other staff members.

LA: 1. Complete preassessment. Plan learning activities below if necessary.
*2. Study the objectives of a variety of manpower programs and identify the role of the counselor within these programs.
*3. Describe the counselor role in an agency such as CEP (Concentrated Employment Program) or WIN (Work Incentive Program) in relationship to other team members and staff.
*4. Describe the role of a manpower counselor in a community college or skill center setting.
*5. Compare and contrast the role of a counselor in a manpower program against the role of a community college.

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*Optional

EL: Complete the learning activities and discuss your findings either in writing or orally. Adequacy of understanding of the counselor role or agency objectives will be determined by two or more project instructors in consultation with the trainees.

2.2 LO: Be able to work effectively with staff members other than counselors.

LA: 1. Complete preassessment.
*2. Actively engage and consult with other staff members regarding one or more particularly difficult cases. Use one or more of the following combinations:
a) discuss a case with counselor aide
b) discuss a case with community worker
c) discuss a case with instructor
d) discuss a case with placement worker
e) discuss a case with test technician
f) discuss client problem with an administrator
g) discuss a case or cases with a group of staff members in case conference
h) discuss a case with one or more interested staff from the agency in which you are placed.

EL: Submit written or oral report detailing the results of a staffing conference regarding one or more of the above cases at a field placement.

2.3 LO: Identify the counselor's responsibility for ethical standards and acceptable professional conduct.

LA: 1. Complete preassessment with 100% accuracy (12 ethical problems). Plan learning activities with project instructor.
*2. Appendix A and B of Shertzer and Stone's Fundamentals of Counseling contains the Ethical Standards of the American Personnel and Guidance Association. These standards should be thoroughly reviewed.
*3. Seminars on ethical conduct will be conducted.
*4. Read:

- APGA, Code of Ethics of American Personnel and Guidance Association
- OPGA, Ethical Standards
- Slovenko, Psychotherapy, Confidentiality and Privileged Communication
- Ware, Law of Guidance and Counseling (Chapter 5, 10)

EL: Handle appropriately 12 ethical problems of varying complexities given to you by the project instructor and support your position by referring to the code of ethics of the American Personnel and Guidance Association (APGA) and/or the Oregon Personnel and Guidance Association (OPGA). Behavior on field placement will be

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*Optional

judged regarding conformity to appropriate ethical standards. This evaluation will be completed by three field supervisors or two field supervisors and one project instructor or two project instructors.

2.4 LO: Establish open lines of communication with all levels of staff including administrators.

LA:
1. Complete preassessment. Plan needed experiences.

*2. Define agency communication channels in which the counselor is placed.

*3. Attend scheduled meetings of the assigned training facility as well as to make time available for meetings in an informal manner with staff of all levels.

*4. While in the practicum experience of counseling, the counselor-trainee will (at the discretion of the manager) attend regularly scheduled formal meetings of the training facility.

*5. The counselor will secure an organizational chart of the program of the assigned facility outlining special programs and responsibilities of various individuals in the organization. (It should be kept in mind that people compose an organization, or that people are the organization.)

*6. The counselor will identify the actual organizational structure as delineated by title. Who are the knowledgeable resource people (employee)?

EL: Submit in writing or orally an administrative problem area presently encountered and to which the counselor is actively trying to find a solution. He should indicate how he is utilizing his knowledge of staff organization and agency communication in attempting to resolve the problem. Acceptable score for effective problem resolution is a minimum score of 31 and above.

2.5 LO: Structure a case conference.

LA:
1. Complete preassessment.
2. Participate in case conferences with staff and analyze and evaluate other counselor's work as well as expose some of his own cases for problem solving.
   - Reference: Employment Service Manual on Case Conference
   - Confer with practicum supervisor on case conference procedure.

EL: Submit a short written report outlining three or more cases which have been presented in a case conference to the staff of an agency or community college. Conference structuring should be adequately demonstrated.

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*Optional

2.6 LO: Evidence ability to function in a variety of counseling settings.

LA: 1. Complete preassessment.

2. Be placed in at least three different practicum settings. Determination of the number of placements needed to complete this competency will rest entirely on the preassessment of successful work experience as evaluated by project instructors. Written proof of having had successful work experience will rest entirely on the counselor-trainee. The counselor-trainee will leave the placement when his field supervisor by joint agreement with project instructor has determined that he can handle counseling responsibility in that setting. The field supervisor will negotiate the specifics of the learning in his setting with the counselor in training and one of the project supervisors.

EL: Practicum supervisor's and/or project instructor's recommendation from three or more placements indicating successful completion of counseling readiness and negotiated tasks of each institution where the counselor was placed.

## 3.0 CLIENT INFORMATION AND REFERRAL SERVICES

### Rationale

Provision of accurate, easily accessible information will contribute to the capacity of clients to make appropriate educational, personal-social and vocational choices. Information varies in its excellence and applicability to counselee's needs; therefore, counselors should become competent in evaluating sources and types of information as well as developing first hand information about opportunities for clients. The information and referral service is dynamically interrelated to all other counselor services and is critical to their success. Placement and job development, educational and social information as well as referral sources related to all three are essential counseling tools. The counselor's ability to use his own personal information and referral sources will result in greater client satisfaction.

### Goals of Training

- Skill in the use of the D.O.T. classification system.
- Synthesis of information about contemporary career and educational opportunities.
- Exposure of the counselor to various sources of referral information.
- The ability to evaluate occupational, educational and personal-social information.
- Knowledge of a wide range of referral sources which might be appropriate to the needs of manpower counselees.
- Ability to develop jobs and make appropriate placements.

Counselor Competencies--The counselor will:

3.1 LO: Be able to utilize effectively the Dictionary of Occupational Titles as a counseling tool.

LA: 1. Complete criterion test.
*2. Complete the training exercises contained in the Workbook for the Dictionary of Occupational Titles.

1. Accurately encode a minimum of three different job titles of three "live" or role playing clients and suggest to them a minimum of three jobs whose requirements are similar using the D.O.T. Workbook format. Appropriateness of encoding and counseling to be determined by project supervisors based on D.O.T. Workbook guidelines.

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*Optional

2. Or, complete Criterion Test for Programmed Instructional Manual, Dictionary of Occupational Titles, 3rd Edition, published by the U.S. Department of Labor, Manpower Administration, 1965, with 95% accuracy.

3.2 LO: Have the ability to complete a job analysis.

LA: 1. Complete preassessment.

*2. Do a job analysis of a job assigned by the project instructor. The format to be followed should be as follows:

Factors

- job title
- DOT classification
- nature of work in detail including specific performance tasks and end products, if any, which result (physical activities)
- education, training and experience required
- proficiency levels within the job classification
- related places where work is performed
- apprenticeship
- working conditions
- related avocational pursuits
- usual salary range
- selection criteria (entry level)
- opportunity for advancement
- opportunity for youth, women, minority placement
- unionized
- companies where job is found locally
- what are todays and tomorrows labor trends in this job

*3. Interview one person in the above line of work.

*4. Read:

- Department of Labor, Dictionary of Occupational Titles
- Department of Labor, Job Analysis
- Norris, Zeran and Hatch, The Information Service in Guidance (Chapter 11 and Appendix C)

EL: 1. Analyze in writing a minimum of one job using the above analysis format. Job analyses may be presented to group by the counselor trainees. Evaluation will be concurred in by two project instructors.

2. Or, complete preassessment with 95% accuracy.

3.3 LO: Be able to write a workable job order and break down a job.

LA: 1. Complete preassessment.

*2. Take job orders over the telephone in the employment service environment or community agency. Write job orders according to criteria of who, when, what, why and how a job is done.

---

*Optional

Evaluate and screen job orders for client disabilities that prevent entry for applicants, e.g., color blindness and TV repair; felony and narcotic records for medical service jobs; embezzlement and bookkeeping; limitations on lifting, standing, sitting, kneeling, bending and stooping. (In other words, screen for potentially disqualifying disabilities in various occcupations.)

*3. Read:

- Department of Labor, Job Analysis

EL: 1. Present to project instructor one job order falling into each of the following categories:
a) low wage for job performed
b) discriminating job order (age, sex, racial bias)
c) unrealistic and too demanding of skills
d) low skill
e) an unrealistic job order

or,

2. Complete preassessment with no errors.

3.4 LO: Have the ability to evaluate occupational information.

LA: 1. Complete preassessment.

*2. Analyze in writing for the project instructors a minimum of two pieces of occupational information using the NVGA Standards for Use in Preparing and Evaluating Occupational Literature as the basis for evaluation. The pieces of occupational information will be chosen by the project instructors and will previously have been evaluated by them.

*3. Read:

- Hollis and Hollis, Personalizing Information Processes: Educational, Occupational and Personal-Social (Chapters 9, 10, 12, 13)
- Norris, Zeran and Hatch, The Information Service in Guidance (Chapter 9)
- Sandman, The Unabashed Career Guide
- Wolfbein, Occupational Information

EL: 1. Analyze a minimum of two pieces of printed occupational information using the NVGA Standards for Use in Preparing and Evaluating Occupational Literature as the basis for evaluation. Analysis will be compared by the project instructors.

or,

2. Complete preassessment with no mistakes.

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*Optional

3.5 LO: Have knowledge of sources of occupational information.

LA: 1. Complete preassessment. Plan needed experiences.
*2. Research six sources of information about three or more occupations assigned by the project instructors.
*3. Read:

- Hollis and Hollis, Personalizing Information Processes: Educational, Occupational and Personal-Social
- Hoppock, Occupational Information
- Isaacson, Career Information in Counseling and Teaching
- Norris, Zeran and Hatch, The Information Service in Guidance
- Sandman, The Unabashed Career Guide
- Wolfbein, Occupational Information

EL: Identify orally or in writing six sources of valid written information about three occupations assigned by the project instructors. Indicate orally or in writing sources of valid nonwritten information about the above occupations.

3.6 LO: Develop a working knowledge of employment agencies (private and public) and "help supply agency" in area served.

LA: 1. Complete preassessment.
*2. This learning activity can be accomplished in dyads. In a dyad, visit and interview with a "help supply agency" (such as Kelly Girl or Maid for a Day). Do the same with a private employment agency (such as Executive Consultants, Harper Associates). Call and make an appointment with a public employment agency (such as employment security agency), explain you are a graduate student in manpower counseling and you would like to compare and contrast a private agency against a "help supply agency" or state employment agency. Questions to consider are:

- Will he/she (client) be found a job commensurate with his/her ability?
- Will he/she have to pay for placement?
- Does the employer pay?
- How is fee determined?
- For how long does the client/employer pay?
- What kind of placements do they concentrate on (professional, skill or low skill)?
- Does the agency purport to deal with the problems of minorities?
- Do they cater to the employer's, client's or their own needs?
- What kind of counseling are clients provided?
- Do they receive career planning?

*3. If possible, obtain a job contract from a private employment agency.

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*Optional

EL: 1. Write a report and compare and contrast the private agency to that of the employment service (strengths and flaws of each).
2. Present your findings to the class of counselor-trainees.
Or,
3. Successfully complete preassessment.
Evidence of learning will be judged by two or more project instructors.

3.7 LO: Demonstrate knowledge of community referral services which might be appropriate for manpower trainees.

LA: The counselor-trainee will utilize a comprehensive listing of referral agencies within a geographic area or within a community agency area and make referrals in live counseling sessions. These will not include the educational and industrial sites visited in 3.8 and 3.9. The counselor-trainee will personally visit a minimum of five of the referral agencies and evaluate their potential usefulness for referrals. He will submit a written report describing in detail a minimum of two referrals including a rationale for having made the particular choice in each case. The counselor-trainee will submit a composite report concerning his visits to the referral agencies using his own format for evaluating the agencies visited.

EL: 1. Turn into instructors a written report detailing the use of his referral listing with a minimum of two live or simulated counselees. An acceptable alternate evidence is a statement from the field supervisor indicating two or more appropriate referrals have been made, and
2. Complete a written evaluation of five or more referral agencies which were visited.
Or,
3. Satisfactory completion of preassessment.

3.8 LO: Have the ability to obtain and compile information about educational opportunities.

LA: 1. Complete preassessment.
*2. Research as many formal educational opportunities for adults as you can find in this area, including private and public training programs, e.g., Moler Barber School, Northwestern College of Business. Visit a minimum of six schools and file a written report regarding the visit.

EL: File a comprehensive list of educational opportunities for adults in this area with the project instructors. Additionally, file

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*Optional

a written analysis of a minimum of six of the training programs using the following format:

- name of institution
- type of training offered
- entrance requirements
- accreditation (if any)
- special services for minority staff and/or curriculum trainees
- scope of counseling services
- dropout rate
- job placement opportunities for those who complete training
- type and scope of placement services offered to trainees
- is school accredited for veterans

3.9 LO: Have the ability to conduct a community occupational survey.

LA: 1. Complete preassessment.

2. Teams of counselor-trainees will receive a specific geographical section within this area in which they will conduct a community occupational survey. The counselor-trainees will turn in a survey containing a minimum of 26 employers from this geographic area. The precise content of the survey will be left to the individual students to develop. The trainees will be expected to present a complete written report of this activity to the project instructor as evidence of completion of the task.

*3. Read:

- Norris, Zeran and Hatch, The Information Service In Guidance (Chapter 10, 2nd Edition)

EL: Have a complete occupational survey following a format similar to that outlined by Norris, Zeran and Hatch (Chapter 10) with a minimum of 26 employers from the assigned community. This is a team activity but your report will be a composite one.

3.10 LO: Demonstrate ability to visit employers on a preset schedule and develop jobs for manpower trainees.

LA: 1. Complete preassessment. Plan learning activities.

*2. Utilizing the open-entry/open-exit concept of manpower training, the counselor will find that small groups of clients will need placement before others. In order to have a ready viable file of prospective employers in the area contiguous to the training sites, the counselor must engage actively in job development. The counselor must be able to demonstrate an ability to visit employers on a preset schedule with the purpose of getting to know them and explaining the training program and to develop jobs.

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*Optional

- Using the type of training that students are acquiring at the training facility, visit employers and obtain information on desirable employability characteristics, abilities and specific body of knowledge that an entrant trainee must have.
- Using a minimum of the employer's time, explain the program, gather information about him, his jobs, policies, invite him to training site to look over your program, thank him and leave (do not forget to leave him your name, phone number and where he can reach you).
- Write a card for your file (or in an employer book) on types of jobs, industry and job feasibility for trainees.

*3. Useful references:

- Directory of Oregon Manufacturers, 1973 (Geographical, Industrial Index)
- The Yellow Pages

EL: 1. Develop a job for at least one client and have available a personal file or retrieval system of 25 or more employers in area by industry with name of personnel director, types of jobs available in his business (see also 3.9).
2. Contact at least eight employers in attempting to develop a job for a client and have available a personal file or retrieval system of 25 or more employers in area by industry with name of personnel director, types of jobs available in his industry.
3. Or, complete preassessment with no errors.

3.11 LO: Prepare clients for job interviews.

LA: 1. Complete preassessment.
*2. Through simulations assigned by project instructors or on-the-job, the trainee will explain to the client the view of employers that appearance and behavior are related. He will indicate norms of successful workers in the specific occupation which the client is preparing to enter.
*3. On videotape, the counselor-trainee will conduct a group session or one-to-one micro-counseling session with clients or client and prepare them for an employment interview.

EL: 1. Prepare a client from one of your practicum placements for a job interview.
2. Participation in CEP orientation during trainee's practicum experience will be considered as evidence of learning for this competency.

Or,

3. Satisfactory completion of preassessment.

3.12 LO: Be able to identify unrealistic and illegally imposed employer barriers.

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*Optional

LA: 1. Complete preassessment.
*2. In Laboratory simulation, counselor-trainee will be exposed to one or more discriminating employers, e.g., racial discrimination, felony records for nonsecurity related jobs, high skill requirements for low skill jobs, and attempt to convince the employer that refusing to hire minorities is a waste of human resources and not good business sense. Videotapes will be used to simulate the experience and will be critiqued by the group of counselor-trainees and the project instructors.
*3. Read:

- Hiestand, Discrimination in Employment, An Appraisal of the Research
- Hatch Act

EL: Demonstrate knowledge and behaviors in simulation which have been previously identified by project instructors as appropriate for working with discriminating employers.

3.13 LO: Be able to secure fidelity bonds for clients for jobs.

LA: 1. Complete preassessment.
*2. Attend session on bonding presented by bonding specialist from Department of Employment.
*3. Gather information on bonding, e.g., who is bondable and how to bond.
*4. Study Employment Service bonding through the Department of Labor. (Most bonding programs in Oregon are handled in MDTA skill centers.)
*5. Read:

- MDTA Act, Section 105

EL: Bond at least one disadvantaged client during your practicum placement or complete preassessment regarding bonding procedure without errors. Or, submit bonding folder that has bonding applications with detailed procedure for bonding clients within the employment service.

Or, complete preassessment satisfactorily.

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*Optional

## 4.0 MANPOWER PROGRAMS AND POPULATIONS SERVED

### Rationale

Knowledge regarding cultural, ethnic, economic and social differences and similarities of poor populations, as well as those similarities that are universal among all people will help develop a greater understanding of clients served by manpower programs. A specific body of knowledge acquired by any one person about any minority group obviously will not instantaneously erase all prejudice and bias; however, through knowledge and awareness the counselor's own differences contrasted against those of other people may ameliorate those prejudices, thereby clarifying to some degree many avenues of communication and understanding. Manpower populations will be served better through the counselor's knowledge of manpower programs and the target populations on which these programs focus.

### Goals of Training

- Knowledge of manpower programs.
- Counselor-trainee awareness and exposure to minority group vocational problem areas.
- Knowledge of helpful methods in improvement of vocational and educational opportunities for the economically disadvantaged.

### Counselor Competencies--The counselor will:

4.1 LO: Have knowledge of the major manpower programs and their funding sources.

LA: 1. Complete preassessment. Plan learning activities.
*2. Attend seminars regarding manpower programs.
*3. Visit and interview managers at various agency sites where manpower programs are in operation.
*4. Review the booklet "Federal Manpower Programs" compiled by Northwest AMIDS.
*5. Prepare an analysis of the way you observe programs functioning compared to the federal guidelines.
6. Prepare an administrative organizational chart or client flow chart of at least three major manpower programs in the area.

EL: Demonstrate 100 percent accuracy on the pretest and complete learning activity #6 above. Concurrence of two or more project instructors will be sought.

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*Optional

4.2 LO: Acquire knowledge of populations served by manpower programs.

LA: 1. Complete preassessment and review learning needs with instructor.
*2. Attend cultural awareness seminars.
3. Choose at least three books which you have not read from each of the following groupings and report on them orally or in writing to the project instructor.

A. Mexican-Americans

- Burma, Mexican-Americans in the United States
- Cohen, Man in Adaptation: The Cultural Present
- El Grito; "The Anthropology and Sociology of the Mexican-American," Part II, Fall 1968, pp. 13-26
- Forbes, Mexican-Americans: An Handbook for Educators
- Galarza, Merchants of Labor: The Mexican Bracero Story
- McWilliams, North From Mexico: The Spanish Speaking People of the United States
- Moquin and Van Doren, A Documentary History of the Mexican Americans
- Morin, Among the Valiant
- Peak, Clinical Studies in Culture Conflict
- Robinson, With the Ears of Strangers: The Mexican in American Literature
- Samora, La Raza: Forgotten Americans
- Simpson, Many Mexicos
- U.S. Commission on Civil Rights, Mexican-Americans and the Administration of Justice in the Southwest
- Villareal, Pocho

B. Black American

- Adoff, Black on Black
- Berg, Education and Jobs; The Great Training Robbery
- Drimmer, Black History
- Ellison, Invisible Man
- Grier and Cobbs, Black Rage
- Grier and Cobbs, The Jesus Bag
- Haley, Autobiography of Malcolm X
- Killingsworth, Jobs and Income for Negroes
- Mich-Ohio Regional Educational Laboratory, Racism and Education
- Pearl and Riessman, New Careers for the Poor
- Rose, They and We
- Thurman, The Blacker the Berry
- Williams, The Angry Ones
- Yette, Choice: The Issue of Black Survival in America

C. Indian American

- Brophy, The Indian: America's Unfinished Business
- Brown, Bury My Heart At Wounded Knee

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*Optional

- Cahn, Our Brother's Keeper: The Indian in White America
- Costo and Henry (eds.), Textbooks and the American Indian
- Deloria, Custer Died for Your Sins
- Deloria, We Talk, You Listen
- Employment Problems of Mexican-Americans and Indians, ERIC Document ED 028-887
- Fey and D'Arcy, Indians and Other Americans
- Forbes, The Indian in America's Past
- Hagan, The American Indian
- Journal of American Indian Education
- Momaday, House Made of Dawn
- Robertson, Reservations are for Indians
- Steiner, The New Indians
- A Study of the Characteristics of Successful and Unsuccessful Students Enrolled in the Adult Indian Training Program. ERIC Document ED 030-063
- Teach Indian Students to Succeed. ERIC Document ED 036-370
- Zinty, Education Across Cultures

*4. Attend the group field trips to Albina, Warm Springs, Woodburn, and Salem.
*5. Plan to stay several days in the home of one of the counselor trainees who has a markedly different cultural heritage than your own.

EL: Complete preassessment with validation of views; provide field supervisor(s) evaluation of effective relationships with minority clients in the three agencies where you are placed.

4.3 LO: Be aware of principles for planning courses for the economically disadvantaged.

LA: 1. Complete preassessment.
*2. Review the filmstrip--Planning Courses for the Disadvantaged and complete the worksheet.
*3. Review any of the reading materials from 4.2 which relate to your preassessment needs.
*4. Interview AMIDS staff members who work as consultants in curriculum development.

EL: Answer the preassessment with 100% accuracy.

4.4 LO: Develop awareness of methods of working with dropout problems in MDTA programs.

LA: 1. Complete preassessment and review answers with project instructor.
2. Keep a log regarding MDTA trainees with whom you work and follow up on any potential drop-outs. Develop a plan of action to remediate any problems you have identified.

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*Optional

*3. Read resources from 4.2 plus the following special issues of the Personnel and Guidance Journal and books:

| | |
|---|---|
| - May, 1970 | - May, 1971 |
| - November, 1970 | - October, 1971 |

- Ferman, Disadvantaged Youth: Problems of Job Placement, Job Creation and Job Development
- Smith, The Poor and the Hard-Core Unemployed

*4. Interview persons who have dropped out of training and get their view of the reasons they left.

*5. Discuss the drop-out problem with colleagues at placement. Observe if any concensus regarding reasons evolve from your discussions.

EL: Submit a report detailing your completion of learning activity above. Provide validation of your answers and preassessment.

## 5.0 ASSESSMENT

### Rationale

Greater self-understanding on the part of the client and increased ability to make rational, satisfying decisions should occur if he has knowledge of his personal characteristics as well as the decision options that are available to him. The counselor can assist clients in acquiring this increased self-understanding if he has knowledge of principles and procedures of psychological assessment and skill in applying that knowledge. Competencies in assessment methodology can be identified. These competencies can be mastered by counselor-trainees.

### Goals of Training

- Acquisition of general knowledge of psychological appraisal.
- Knowledge and skill in selecting, administering and interpreting selected tests and inventories.
- Knowledge of other assessment devices and appraisal procedures.

Counselor Competencies--The counselor will:

5.1 LO: Have general knowledge of psychological assessment terminology.

LA: 1. Complete preassessment and "Testing Proposal." Note areas of needed learning.
*2. Attend assessment seminars.
*3. Use the self-instructional materials provided. Concepts covered will be measures of central tendency, variability, correlation, normal distribution and probability, meaning of a test score, the nature of derived scores, reliability, standard error of measurement, confidence intervals of a score and validity.
*4. Reading may be done from any of the general texts on psychological assessment (e.g., Anatasi, Davis, Cronbach, Lyman, Tyler).

EL: Complete criterion test with 100% accuracy and turn in testing proposal meeting instructor criteria.

5.2 LO: Recognize the measurement functions of each of the following appraisal domains: achievement, aptitude, intelligence, personality and interest.

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*Optional

LA: 1. Complete preassessment and plan any needed learning activities with instructor.

*2. Attend psychological assessment seminars.

*3. Read:

- Anastasi, Psychological Testing (Parts 2, 3, 4 and as a general reference)
- Cronbach, Essentials of Psychological Testing (general reference; see particularly Chapters 7, 11, 13, 14, 15)
- Davis, Educational Measurements and Their Interpretation (Chapters 5, 6, 7)
- Goldman, Using Tests in Counseling (general reference)
- Lyman, Test Scores and What They Mean (Appendix)
- Tyler, Tests and Measurements
- Super and Crites, Appraising Vocational Fitness (Chapters 5, 6, 14, 16, 19)

*4. Review several test manuals from each of the test domains. Look particularly for the descriptive comments regarding the measurement functions of each of the tests.

EL: Accurately describe orally or in writing, the major measurement functions of each of the appraisal domains using any standard test reference text to support the descriptions.

5.3 LO: Have the ability to select tests which could be used appropriately in assessment of manpower trainees.

LA: 1. Complete preassessment and determine your learning needs.

*2. Review various tests from each test domain. Evaluate their appropriateness for different populations.

*3. Read:

- Anastasi, Psychological Testing
- Buros, Sixth Mental Measurements Yearbook (reviews)
- Cronbach, Essentials of Psychological Testing
- Davis, Educational Measurements and Their Interpretation
- Goldman, Using Tests in Counseling
- Super and Crites, Appraising Vocational Fitness

*4. Interview Employment Service test technicians (or other psychometrists) regarding the tests they utilize and their reasons for using them.

*5. Attend seminars regarding test selection criteria.

EL: Satisfactorily complete preassessment with justification for tests selected. Concurrence must be sought from two or more project instructors.

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*Optional

5.4 LO: Have the ability to administer appropriate tests to manpower trainees.

LA: 1. Complete preassessment and note learning needs.
*2. Practice administering as many tests as possible at training site.
*3. Administer tests to other trainees.
*4. Read:

- Anastasi, Psychological Testing (pp. 570-572, 559-562, 456-461, 36-38)
- Cronbach, Essentials of Psychological Testing (Chapter 3)
- Goldman, Using Tests in Counseling (Chapter 5)
- Davis, Educational Measurements and Their Interpretation (Chapter 3)
- Super and Crites, Appraising Vocational Fitness (Chapter 4)

*5. Observe psychometrist administering tests at your training site.
*6. Complete GATB administration training.
*7. Attend assessment seminars.

EL: Complete preassessment criteria without error as validated by two or more project instructors or training site supervisors.

5.5 LO: Be able to make appropriate interpretations of test results to manpower trainees.

LA: 1. Complete preassessment. Plan learning activities.
*2. Practice administering and interpreting tests at training site(s).
*3. Read:

- Anastasi, Psychological Testing (3rd Edition, Chapter 3)
- Davis, Educational Measurements and Their Interpretation (pp. 181-217, 386-404)
- Goldman, Using Tests in Counseling (2nd Edition, Chapters 11, 12, 13)
- Lyman, Test Scores and What They Mean (Chapter 9)
- Super and Crites, Appraising Vocational Fitness (Chapter 21)

*4. Observe test interpretations of some practicing psychometrist.
*5. Attend assessment seminars dealing with interpretation.

EL: Be able to interpret orally the test results to each trainee who has been tested using the above format. Validation of the satisfactory completion of this competency will be done by a field supervisor or project instructor.

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*Optional

5.6 LO: Be able to write interpretive reports of test administration.

LA: 1. Complete preassessment. Plan learning activities.

*2. Read:

- Anastasi, Psychological Testing (Chapter 22)
- Goldman, Using Tests in Counseling (Chapters 11, 12, 13, 14, 15, 16)
- Super and Crites, Appraising Vocational Fitness (Chapter 22)

*3. Review interpretive reports of a practicing psychometrist or psychologist.

*4. Write interpretive reports of the testing done in objective 5.4 using the following format:

Interpretive Report Format

- Testing Conditions
  * conditions of examinees
  * effects of distractions
  * following of directions by examinees
  * motivation of examinees
  * atypical conditions of test administration

- Test Results
  * simple statistical results
  * predictions which flow from the statistical data
  * general comments about the relationship of the test data to other available evidence regarding the client

EL: Report in writing to the project instructors the results of the testing which was conducted in 5.4. Concurrence of adequacy of report will be sought from two or more instructors.

## 6.0 CAREER DEVELOPMENT

### Rationale

Many largely irreversible decisions concerning one's future may occur more through chance than as a result of careful planning. We believe that decisions regarding one's career would be more likely to be satisfying if they result from knowledge of alternatives and of self and part of an overall plan of career development. We believe that as a result of the counselor having an understanding of theories of career development and experience in making application of those theories in live counseling situations his counselees will be able to make personally satisfying decisions regarding their futures.

### Goals of Training

- Provide opportunity for trainee to study and analyze theories of career development.
- Provide trainee with "live" experiences in applying his knowledge of career development theory and the world of work in assisting clients in career decisions.
- Provide trainee with opportunity to study and analyze the possible difficulties in vocational decision-making which may face clients, particularly women and other minorities.

Counselor Competencies--The counselor will:

6.1 LO: Recognize differing elements of career development theories. Develop a personal theory of career development; apply this theory in the counseling of clients with whom he works.

LA: 1. Complete preassessment and plan learning activities with project instructor.

*2. Read:

- Borow, Man in a World at Work (Chapter 12)
- Gilmer, Industrial and Organizational Psychology
- Holland, The Psychology of Vocational Choice
- Kroll, Career Development: Growth and Crisis
- Osipow, Theories of Career Development (Chapters 1, 2, 3, 5)
- Roth, The Psychology of Vocational Development (Chapters 11, 12, 22, 34)
- Zytowski, Influence of Psychological Factors Upon Vocational Development (Chapters 2, 4, 5, 6)

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*Optional

*3. View films "A Dialogue on Vocational Development Theory, Parts I and II."
*4. Role play a counseling conference with another trainee in which you focus on the vocational development of the "client". Use a third person for feedback regarding your ability to elicit significant data in the interview.
*5. Attend seminars on career development theory and application.

EL: 1. Submit counselor's own theory of career development orally or in writing.
2. Present in writing an application of a particular career development theory to the case history of a client with whom he is working or to himself.

6.2 LO: Be able to assist clients in writing a long-range plan for their economic self-sufficiency.

LA: 1. Complete preassessment and plan learning activities with project instructor.
*2. Compare "high" rated E.S.S.P. and "low" E.S.S.P. Review evaluative criteria.
*3. Read:

- Gilmer, Industrial and Organizational Psychology (Chapters 4, 9, 10, 11)
- Hollis and Hollis, Personalizing Information Processes (Part IV)
- Piker, Entry Into the Labor Force (Chapter II)
- Thoroman, The Vocational Counseling of Adults and Young Adults (entire book)
- Zytowski, Influence of Psychological Factors Upon Vocational Development (Chapter 11)

*4. Attend Laboratory seminar on writing E.S.S.P.'s.

EL: Satisfactory completion of preassessment or a completed copy of an economic self-sufficiency plan of one of your agency or community college clients.

6.3 LO: Recognize some specific problems of vocational choice which face racial or ethnic minorities and women and assist them in developing choice alternatives and specifications, if possible, of an immediately applicable choice.

LA: 1. Complete preassessment and plan learning activities with project instructor.
*2. Read:

- Angelou, I Know Why the Caged Bird Sings
- Bardwick, Psychology of Women
- Cassara, American Women: The Changing Image

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*Optional

- "Culture as a Reason for Being," Personnel and Guidance Journal, October 1971
- Ellison, Invisible Man
- "Excerpts from Blaming the Victim" (Handout)
- Galarza, Merchants of Labor: The Mexican Bracero Story
- Galarza, Spiders in the House and Workers in the Fields
- Hart, "Toward More Effective Counseling of Minorities," Journal of College Placement, October 1969
- Holland, The Forgotten Minority: American's Tenant Farmers and Migrant Workers
- Houghton Mifflin, Guidance Monograph Series, Set VI
- "Interracial and Intercultural Communications" (Handout)
- Killingsworth, Jobs and Income for Negroes
- Kreps, Sex in the Market Place: American Women at Work
- Lewis and Locke, "Racism Encountered in Counseling", Counselor Education and Supervision, Fall 1969
- Lifton, The Woman in America
- Pearl, New Careers for the Poor
- "Strategies to Reduce Poverty" (Handout)
- Thoroman, Vocational Counseling of Adults and Young Adults
- Thurman, The Blacker the Berry
- Valentine, Culture and Poverty: Critique and Counter-Proposals
- Vontross, "Counseling Blacks," Personnel and Guidance Journal, May 1970
- "What Guidance for Blacks," Personnel and Guidance Journal, May 1970
- "What is Racism" (Handout)
- Williams, The Angry Ones
- "Women and Counselors," Personnel and Guidance Journal, October 1972
- Wright, Black Boy

See also reading resources for 4.1.

3. Counsel minority clients and women at placement; provide evidence of assisting two or more with an "appropriate" vocational choice...one not necessarily based on stereotyped roles or traditional occupational choice.

*4. Interview several minority persons and women who are in nontraditional jobs. Explore with them how they made their choices and what barriers, if any, they had to overcome.

*5. Interview members of your trainee group who you perceive to be quite different from you and explore their values, attitudes and beliefs relative to their occupational choice.

EL: Completed preassessment and a written report describing your role in assisting two or more minority and women clients in making or affirming a tentative vocational choice. Support the choices with the reasons you believe they were appropriate.

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*Optional

6.4 LO: Demonstrate understanding of work motivators and their relationship to job satisfaction.

LA: 1. Complete preassessment and plan learning activities with instructor.

*2. Read:

- Borow, Man in a World at Work (Chapter 15)
- Hackman, The Motivated Working Adult (Chapters 3, 8, 9)
- Patchen, Participation, Achievement and Involvement on the Job (Chapters 1, 3, 5, 6, 7)
- Thoroman, The Vocational Counseling of Adults and Young Adults (Chapters 1, 2, 3, 6)

3. Conduct a study of ten or more adults in which you attempt to discover which job factors are motivators for them. You may use the Hackman inventory or create your own. Pay particular notice to the relative influence of both intrinsic and extrinsic factors, e.g., interesting work, self-expression, self-satisfaction (intrinsic); salary, security, co-workers (extrinsic). Comparisons of responses can be made on such demographic variables as sex, age, ethnic background, marital status, etc. Submit written report detailing your findings.

*4. Interview several different persons in various occupations and review with them what is most motivating to them.

EL: Complete a study of a minimum of ten clients or other adults regarding the motivating influence of various factors on their jobs and submit details of your findings.

---

*Optional

## 7.0 THE LABOR MARKET

### Rationale

Increasing comprehensive knowledge of the labor market will help develop self-confidence and a practical understanding of career guidance in the world of work for the manpower counselor. Greater opportunity toward a fulfilling and realistic vocational goal will be realized for the client.

### Goals of Training

- To understand some fundamental factors affecting the labor market.
- To comprehend and view internal labor markets from a concrete and realistic perspective.

### Counselor Competencies--The counselor will:

7.1 LO: Demonstrate an understanding of change factors in the labor market.

LA: 1. Complete preassessment. Determine learning needs.
*2. Study the seven dynamic change factors of the labor market listed below (see reading suggestions):
a) the changing length of working life
b) the changing composition of the work force
c) the changing industrial structure
d) the changing occupations
e) the changing geography of American industry
f) the changing productivity of the American worker
g) the changing educational and training prerequisites for employment

*3. Prepare a report on what seems to be occurring today regarding one of the specific change factors mentioned in Borow's Chapter 7 (locally or nationally).
*4. Read:

- Borow, Man in a World at Work (Chapter 7)
- Doeringer and Piore, Internal Labor Markets and Manpower Analysis (Chapter 2)
- Norris, Zeran and Hatch, The Information Service in Guidance pp. 31-64.
- Oregon's Labor Force Trends (monthly)
- U.S. Department of Labor, Projections 1970 Interindustry Relationships, Potential Demand Employment
- U.S. Department of Labor, Technological Trends in Major American Industries

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*Optional

- Wolfbein, Occupational Information
- 1970 Census material

EL: Complete written report on one change factor outlined above. Concurrence of two or more project staff instructors will be necessary. Complete preassessment with no errors.

7.2 LO: Demonstrate understanding of labor market terminology and unemployment.

LA: 1. Complete preassessment. Plan other needed learning activities.
*2. Attend project instructor's presentations and scheduled invited consultants from Oregon Department of Labor and Statistics.
*3. Laboratory discussion and analyses of labor market bulletins will deal with:
  a) frictional unemployment
  b) seasonal unemployment
  c) cyclical unemployment
  d) structural or technical unemployment
  e) unemployment rate and how rate is computed
  f) economic depression
  g) mass unemployment in some areas of labor market
  h) today's trends regarding surplus and demand occupations
  i) indexes from Oregon Labor Trends

EL: Identify in writing to project instructors one case of unemployment from each of the four types of unemployment noted above. Define correctly the meaning of 20 labor market terms provided by the project instructors. Correctness of answers will be judged against criteria established by the project instructors.

7.3 LO: Know how to restructure jobs.

LA: 1. Complete preassessment. If necessary, do the remainder of the activities below to complete competency.
*2. Presentation of job restructuring techniques by project instructor.
*3. Read:

- U.S. Department of Labor, Dictionary of Occupational Titles, Volume II
- U.S. Department of Labor/Manpower Administration, A Handbook for Job Restructuring

EL: In a classroom simulation, restructure a job given one employer's manufacturing process or general skill requirements or complete preassessment with no errors.

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*Optional

7.4 LO: Be aware of Department of Labor occupational breakdown.

LA: 1. Complete preassessment. Determine learning needs.

*2. Study two occupations in each of the six subcategories under white collar and blue collar occupations. Criteria and format to be used in the study of the occupations can be found in competency 3.2.

*3. Read:

- Borow, Man in a World at Work (Chapter 7, page 161)
- U.S. Department of Labor, Occupational Outlook Handbook

EL: Submit report of above activity to project instructor. Appropriateness of work will be evaluated by how closely trainee followed format of LA 3.2 or complete preassessment with no errors.

7.5 LO: Become aware of technological advances and their effect on internal and external labor markets.

LA: 1. Complete preassessment. Plan needed learning experiences.

*2. Select one occupation in which a technological advance has changed or may greatly affect a specific segment of the labor force.

*3. Read:

- Doeringer and Piore, Internal Labor Markets and Manpower Analysis (Chapter 6)
- Norris, Zeran and Hatch, The Information Service in Guidance
- Roszak, Making of a Counter Culture
- Toffler, Future Shock
- U.S. Department of Labor, Technological Trends in Major American Industries

*4. Prepare a report on the social, economic or political effects this change (#2) will have on people. Extrapolate, e.g., 10 years from now.

*5. Seminars will be directed toward this competency.

EL: Submit completed report as outlined above. (Concurrence of two or more project staff must be sought.) Complete preassessment with no errors.

7.6 LO: Be able to compile information, interpret, evaluate and draw conclusions regarding Oregon's labor trends.

LA: 1. Complete preassessment. Determine learning needs.

2. Maintain a notebook binder on monthly labor trends in Oregon and include current labor market information from newspapers and periodical publications. Submit binder to project instructor at the end of your training.

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*Optional

3. Make an oral presentation to counselor-trainees of a geographical area that has produced surplus occupations within a given industry (e.g., Boeing layoff in Seattle; California Aero-Space decline; up-swing in Aero-Space in Houston, Texas; national needs of medical service workers and decline of jobs in education). Discuss these trends from a counselor's point of view and what a counselor can do to help alleviate the resulting employment problems.

EL: Concurrence of instructors that above tasks are complete. Complete preassessment with no errors.

7.7 LO: Be aware of wage determinants.

LA: 1. Complete preassessment. Determine areas of learning need.
*2. Read:

- Doeringer and Piore, Internal Labor Markets and Manpower Analysis (Chapter 4)

*3. Attend a Laboratory seminar of a collective bargaining simulation of a negotiated labor contract. The simulation will delineate the company staff positions, union members and negotiation team positions. A fourth party federal noninformed arbitrator will be present who has the power to settle the dispute if negotiations stalemate.

EL: Discuss orally to project instructors or submit a written report on six major wage determinants and their possible effect on wages. Complete preassessment with no errors.

7.8 LO: Be aware of union's effect on industry including ways they have precipitated economic, social and political change in our society.

LA: 1. Complete preassessment. Plan learning experiences.
*2. Contact employers and interview them on how their wages are determined.
*3. Study unions and their effect on working conditions.
*4. Attend lecture/discussions at the Laboratory regarding the history of unions.
*5. Read:

- Brooks, Toil and Trouble

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*Optional

EL: Answer completely 20 basic questions about unions as designated by project instructors (preassessment) or take one of the following unions and indicate orally or in writing how that union has affected working conditions, wage scale, price indexes and any related influences, if any.

- United Iron Workers
- United Farm Worker's Union
- Teamsters
- United Auto Workers
- Butcher's Meat Cutter's Union
- Longshoremen
- Pipe-Fitters
- Plumbing and Carpenter's Union
- Electrical Workers

## 8.0 EVALUATION OF COUNSELING EFFECTIVENESS

### Rationale

The concept of "accountability" which has become so vocally supported at all levels of education suggests that counselors will be expected to validate the effectiveness of what they do if their services are to be supported. By learning to specify desired outcomes of counseling, counselor's efforts can be mobilized more easily toward achieving those outcomes. Any serious attempt at validating counseling effectiveness inevitably must be based upon sound evaluation and research methodology. The assumption here is that such skills and knowledge can be specified and then mastered by the counselor in training.

### Goals of Training

- Ability to specify measurable outcomes for counseling and identify and use methods for assessing achievement of those outcomes.

- Counselor competence in applying established evaluation procedures to counseling.

Counselor Competencies--The counselor will:

8.1 LO: Write a research design which tests your own counseling effectiveness.

LA: 1. Complete preassessment and plan learning activities with instructor.
*2. Read:

- Isaac, Handbook in Research and Evaluation (pp. 2-27, 155-184)
- Kerlinger, Foundations of Behavioral Research (Chapters 2, 15, 16, 17)
- Van Dalen, Understanding Educational Research (Chapters 15, 15, Appendices C, E)

Supplementary reading:

- Campbell, Experimental and Quasi-Experimental Designs for Research
- Cramer, et.al., Research and the School Counselor
- Cronbach, Research for Tomorrow's Schools
- Tyler, Educational Evaluation: New Roles, New Means

*3. Review handouts "Research Proposals".
*4. Attend Laboratory seminars on research design.
*5. Ask trainee group to critique a rough draft of your own research design.

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*Optional

EL: Submit your own research proposal which has a clear problem statement, unambiguous hypotheses, operational definitions, and clearly stated research methodology.

8.2 LO: Be able to evaluate the adequacy of experimental research designs.

LA: 1. Complete preassessment and plan learning activities with instructor.
*2. Read:

- Isaac and Michael, Handbook in Research and Evaluation (pp. 37, 38, 49)
- Kerlinger, Foundations of Behavioral Research (Chapters 3, 4, 15, 16, 17)
- Van Dalen, Understanding Educational Research (Chapter 11)

*3. Attend seminars on research design.
*4. Select research studies from the literature, graphically display their design and evaluate their strengths and weaknesses.

EL: Written or oral evaluation of a minimum of three research designs applying some "expert" evaluation criteria, e.g., Kerlinger, Isaac or Van Dalen.

8.3 LO: Be able to specify measurable counseling outcomes.

LA: 1. Complete preassessment and plan any needed learning activities with instructor.
*2. Read:

- Developing and Writing Behavioral Objectives. Educational Innovators Press
- Performance and Process Objectives. Educational Innovators Press
- "Formulating Performance Objectives" (Handout)

*3. Complete training exercises in writing performance objectives.
*4. Critique other trainees objectives and ask them to critique yours.
*5. Attend seminars on writing performance objectives.

EL: State in writing a minimum of ten counseling objectives which have included the dimensions of who will perform the behavior, what behavior is expected to occur, how the behavior will be observed and how the behavior will be measured. From these ten objectives a minimum of two will be applied to a minimum of two clients and the results reported orally or in writing to the project instructor. Evaluation will be made in consultation with the counselor trainee.

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*Optional

8.4 LO: Be able to evaluate outcomes of research which has been conducted regarding counseling effectiveness.

LA: 1. Complete preassessment and plan learning activities with instructor.

*2. Read:

- Campbell, The Results of Counseling 25 Years Later
- Ginzberg, Career Guidance: Who Needs It, Who Provides It
- Litwack, et.al., Research in Counseling

- Journal of Counseling Psychology
- Personnel and Guidance Journal
- Psychological Abstracts
- Vocational Guidance Quarterly

*3. Do a literature search regarding counseling effectiveness. Review any critical literature you can find as well as supportive information. (Some persons have suggested that counselors are charlatans and are unable to really help others or in fact may hurt more than help.)

EL: Write or present orally a critique of a minimum of three research studies regarding counseling effectiveness using the format contained in the preassessment.

8.5 LO: Be able to write and evaluate effective program proposals.

LA: 1. Complete preassessment and plan necessary learning activities with instructor.

*2. Read and complete practice activities in Proposal Guidelines by Educational Innovators Press.

*3. Attend Laboratory seminars on writing proposals.

*4. Write several "skeleton" proposals and have them critiqued by project instructors.

*5. Review proposals evaluated as "weak" or "strong" by project instructors.

EL: Submit a written proposal containing the following elements:

- problem statement
- a description of program
- performance objectives
- evaluation design
- monitoring system
- calendar of events
- proposed budget

---

*Optional

# SECTION II

# GLOSSARY OF TERMS

## FACILITATIVE COUNSELING DIMENSIONS

### Empathic Understanding

Feeling deeply with the client without experiencing emotional reactions which would be detrimental to the counseling relationship. The ability to allow oneself to experience what the counselee is experiencing in his frame of reference and to communicate understanding of the client's world to him. Since this communication is verbal and nonverbal, it may not be possible to say with extreme precision when empathic understanding exists; nonetheless, some indications which an observer could look for would be the following:

- responses from the counselee corroborating that the counselor is understanding him, e.g., "yes, that's exactly how I feel," or "yeah, you really hit it on the head. That's how it is," etc.
- verbal responses from the counselor which focus on how the client feels about his world as opposed purely to information exchange, e.g., "It's really been painful to find yourself ignored by your family, hasn't it?" or "You seem so excited when you talk about going back home," etc.
- nonverbal and verbal responses on the part of the counselor which indicate intent listening and following behaviors, e.g., attending eye contact which doesn't make the client uncomfortable; following what the client is saying rather than introducing extraneous input; focus of verbal responses centered on the client and not "the problem."

### Positive Regard

Total respect for the worth of the individual client; identified by Carl Rogers as nonpossessive warmth. The ability to care deeply without fostering dependency relationships. This dimension of counseling is communicated in a variety of ways. Some counselor behaviors which might be indicative of this attitude are the following:

- intent listening and valuing of client input. This may be indicated by clarifying responses ("is this what you mean?"), by direct affirmation of client's worth ("there are so many things you do so well.") or by honoring the right of the individual to make his own decisions ("I'm glad you have been able to make a decision you're happy with.").

### Genuineness

The ability to demonstrate congruence between what one feels and what one does. Removal of pretense from human interactions. Authentic responses to the client.

Sensitivity to the needs of the client dictates that one does not always overtly act immediately upon his feelings; *rather, congruence would mean* that he is aware of his feelings and is free to choose his responses to them.

Evidence of this counseling dimension might be some of the following behaviors:

- relaxed, confident appearance
- warmth of greeting and smile
- making statements which express the feelings of the counselor ("I get pretty up-tight in those kinds of situations myself" or "I'm really happy that things are going so well for you," etc.)

### Concreteness

Specificity of statements including precise descriptions and avoidance of generalities. The counselor uses statements such as:

- "I feel" rather than "many people feel"
- "I understand that" rather than "everyone knows that"
- Clarifying responses to vague input of counselee. "Is this what you mean...?"

## COUNSELING CONFERENCE LOGISTICS

### Structuring

Structuring refers to the way in which it is made clear in the counseling conference what the nature, purposes and outcomes of the counseling time together will be. Structure can be elaborate and verbal, simple and non-verbal, or a combination of both. It is "setting the tone" for the conference.

Probably most professional counselors would agree that elaborate "rapport building" is unnecessary and could even be inimical to successful counseling. Therefore, the most generally accepted practice at the structuring stage of the conference is to warmly acknowledge the reason(s) for the conference and get on with the purpose of the client's being in counseling. This assures the counselor that you are with him and ready to get to work on his concern. The degree of structure or elaboration needed by the counselor at this stage should be gauged by the client's need for further definition of the counseling process. This should be done primarily in direct response to his/her questions about counseling in order to alleviate any fears he/she may have about what will be expected of him in the counseling relationship. Continued requests of the client for role clarification could indicate discomfort on his part in the relationship and/or reluctance to deal with emotionally charged issues. Trusting relationships are not always achieved quickly so the client probably should not be rushed at this point but rather allowed to move at his own speed. Our rule of thumb is this:

> Confrontation is successful in producing growth in proportion to the amount of trust there is between the persons involved.

## Problem Definition

In this stage of the conference an attempt is made to gather as much information as possible about the client's concern(s) as he sees it. Especially important at this stage is seeing how the client relates the concern to himself and what this means in terms of his behavior in relationship to other people. Problems ultimately tend to have social implications, i.e., How do I see me and how do others see me? Am I O.K.? How can I change my behavior so that I like me more? This stage of counseling is the one most typically muffed by novice counselors since they tend to seek solutions before they understand the problem(s). Time needs to be taken to thoroughly explore the presented concerns before any course of action is pursued.

## Commitment to Action

The opinion of this training staff is that no conference should end without some commitment to action having been made by the client. It may (and probably should) be a small step at first but the client should always have made some commitment to himself if action is likely to follow. This makes follow-up on the part of the counselor obligatory in order to support whatever positive action is taken.

## Closure

This is the point in the conference where a brief summary of what has happened is appropriate. For example:

> "Well we've talked about a lot of things but it seems like the most important thing facing you right now is to firm up a decision about which job offer you're going to accept."
>
> "You seem to have thought through the various alternatives well and all that remains now is to determine which direction to go."
>
> "Is that kind of where you are?"

The idea here is to bring everything together and leave the client with a feeling of completeness about the session. Try to leave as few hanging issues as possible.

A = First Person
B = Second Person

**FACILITATIVE INTERPERSONAL FUNCTIONING (F. I. F.) SCALE**
**Condensed from the July 1967 scale of Carkhuff & Martin**

| Level | | A. EMPATHY | B. RESPECT | C. GENUINENESS | D. SELF-DISCLOSURE | E. CONCRETENESS |
|---|---|---|---|---|---|---|
| Highest Level | 5 | A is fully tuned in on B's wavelengths at all levels. They can readily explore all untouched regions together. | A shows the very deepest respect and caring for B. He is fully committed to B's value as an individual. | A is freely and deeply himself with B. Uses all responses as to open a further area of exploration for both A and B. | A appears to hold nothing back. Some information if revealed elsewhere could be extremely embarrassing to A. All negative feelings regarding B are used constructively. | A is always helpful in guiding discussion so that B may discuss fluently, directly and personally relevant feelings and experiences in specific concrete terms. |
| | 4 | A feeds back B's feelings noticeably enriched at a level deeper than B could express them. | A shows a very deep respect and concern for B. Enables B to feel free to be himself and to feel his value as an individual. | A responds sincerely with many of his own feelings, and uses all responses constructively whether they are positive or negative. | A freely volunteers in a constructive way, quite intimate information about his feelings, experiences and beliefs, revealing himself as a unique individual. | A is often very helpful in guiding discussion to enable full development in specific concrete terms of most feelings and experiences. |
| Minimum Level of F.I.F. | 3 | A reflects accurately B's expressed surface feelings, but doesn't show understanding of B's deeper feelings. | In many ways A shows a positive respect and concern for B's feelings, experiences and potentials. | A seems to make appropriate, sincere responses, but shows no real involvement with B. | A volunteers personal information about himself which is related to his reactions to B, but it is often vague, and doesn't reveal anytning that is unique about himself. | A occasionally guides discussions into personally relevant, specific concrete instances but these are not always fully developed. |
| | 2 | A shows some awareness of B's obvious surface feelings, but responds to something other than what B is expressing. | A shows little respect for B's feelings, experiences and potentials. May respond mechanically or ignore many obvious clues. | A either speaks in a manner slightly unrelated to his feelings or he can't use his negative genuine expressions constructively--he acts a role. | A responds only to direct questions about himself and then only briefly and with minimum of information. Never volunteers such information. | A often allows personal discussion regarding B to get vague and impersonal. Doesn't encourage discussion of specific, concrete feelings and experiences. |
| Lowest Level | 1 | A shows no awareness of B's obvious feelings. A detracts significantly from B's communications. He is bored, disinterested, or prejudiced. | A shows complete lack of respect for B's feelings, experiences and potentials--that they're not even worthy of consideration. | A either speaks in a manner clearly unrelated to his feelings or his genuine expressions are used only for destructive purposes. | A actively tries to conceal his own feelings and personality. Any self-revelations he makes show his indifference to B's needs. | A avoids any discussion of real, specific, personal situations and feelings. Keeps conversation on abstract and impersonal generalities. |

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# PREASSESSMENT MATERIALS

## PROTOTYPE NO. 4

These materials are currently being used to assess the entry level knowledge and skills of counselors in the Manpower and Community College Counseling Program.

Most of the instruments were developed by the project staff while a few were borrowed from other sources and are so identified. Final forms of the devices as well as evaluation criteria will be available after final refinement during field tests at Oregon and Portland State Universities.

Should you desire dialogue with us regarding the use of these materials, please feel free to write or call.

Northwest Regional Educational Laboratory
710 S.W. Second Avenue/Lindsay Building
Portland, Oregon 97204
(503) 224-3650

Edward Fuller, Program Coordinator

## 1.1 Preassessment

# SELF-EVALUATION

## Self-Concept

Directions: In the blank before each statement, please place the number most nearly representing your behavior or feelings.

0 = never 1 = rarely 2 = sometimes 3 = usually 4 = always

_____ 1. People see me as a very capable person.

_____ 2. New situations frighten me.

_____ 3. I feel unsuccessful as a person.

_____ 4. I like the way I come across to others.

_____ 5. I look forward to trying new experiences.

_____ 6. My friends are more confident than I am.

_____ 7. I feel the need to be "right" in discussions.

_____ 8. I feel free to express my widest range of emotional states.

_____ 9. I feel enthusiastic about meeting new people.

_____ 10. I am bothered by feelings of guilt.

_____ 11. I am a very happy person.

_____ 12. I find it difficult to accept praise.

_____ 13. I feel a real need to prove I'm "O.K."

_____ 14. I am generous in praise of others.

_____ 15. I don't get "up tight" when discussing my feelings with others.

_____ 16. If I lose at something I feel resentful and bitter.

_____ 17. I am a perfectionist.

_____ 18. I act on my own initiative.

_____ 19. I really enjoy living.

_____ 20. I base my feelings of self-worth on others' opinions of me.

_____ 21. I find great satisfaction in other person's achievements.

_____ 22. I rationalize or deny my mistakes.

1.1 Preassessment (Continued)

_____ 23. I blame others for what I feel.

_____ 24. I feel "at peace" inside.

_____ 25. I establish close friendships very easily.

_____ 26. I think of others in a stereotyped fashion.

_____ 27. I am a compulsive talker.

_____ 28. Other's mistakes are not distressing to me.

_____ 29. I am free of the need for other's recognition and approval of me.

_____ 30. If someone disagrees with me, I feel "put down."

- - - - - - - - - - - - - - - - - - -

HOW TO SCORE: Add the totals of the statements ending in 1, 4, 5, 8, 9 and subtract from that number the total of the items ending in 2, 3, 6, 7, 0. The highest score you could have would be 60; the lowest -60. The higher your score the more positive your self-concept. No one is likely to be at the extreme scores (- or + 60).

Now select individual items ending in 2, 3, 6, 7, 0 which you scored as a 3 or 4 and list those as identified areas of a negative view of yourself. These items may form the basis for some goal-setting for yourself as you continue to develop your capabilities.

Note also the items ending in 1, 4, 5, 8, 9 which you scored as a 3 or 4. These items are the areas in which you feel most positive about yourself and are a foundation for continued growth.

1.1 Preassessment (Continued)

## PERSONAL CHARACTERISTICS

Directions: Rate yourself from 1 (low) to 5 (high) on the following dimensions.

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Genuineness | | | | | |
| 2. Openness | | | | | |
| 3. Flexibility | | | | | |
| 4. Honesty | | | | | |
| 5. Caring for others | | | | | |
| 6. Warmth | | | | | |
| 7. Sense of humor | | | | | |
| 8. Physical energy | | | | | |
| 9. Intellectual capability | | | | | |
| 10. Knowledge of counselor role | | | | | |
| 11. Ability to share feelings | | | | | |
| 12. Courage | | | | | |
| 13. Psychological energy | | | | | |
| 14. Enthusiasm | | | | | |
| 15. A sense of the mystery of life | | | | | |
| 16. Feeling of belonging (security) | | | | | |
| 17. Confidence | | | | | |
| 18. Self-knowledge | | | | | |
| 19. Sense of purpose (goals) | | | | | |
| 20. Assertiveness | | | | | |

## PERSONAL GOALS

Using the data from the self-assessment establish for yourself personal goals related to those identified areas of your self-concept and personal characteristics which you would like to strengthen.

1. Areas identified ______________________________

______________________________

______________________________

______________________________

______________________________

2. Personal goals (be specific so that you can check your progress against these goals)

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

**1.2 Preassessment**

## PREASSESSMENT

A. Directions: Match the number of the statement on the right with the word(s) on the left.

_____ Problem Definition

_____ Concreteness

_____ Closure

_____ Structuring

_____ Positive Regard

_____ Commitment to Action

_____ Genuineness

_____ Empathy

1. Feeling deeply with the client without experiencing emotional reactions which would be detrimental to the counseling relationship.

2. Total respect for the worth of the individual; nonpossessive warmth.

3. Precise descriptions; avoidance of generalities; specificity.

4. Congruence between what one feels and what one does and says.

5. Establishment of nature, purpose and desired outcomes of counseling. "Setting the tone"

6. Attempt to clarify central issue(s) of clients concerns.

7. Counselee's agreement to do something regarding his concern.

8. Summarization of conference and review of commitments of counselee and counselor.

1.2 Preassessment (Continued)

B. Directions: Explain the importance of each of the counseling conference dimensions listed above and indicate how they relate to client outcomes.

1. Problem Definition -- ____________________

2. Concreteness -- ____________________

1.2 Preassessment (Continued)

3. Closure -- ____________________

4. Structuring -- ____________________

1.2 Preassessment (Continued)

5. Positive Regard -- ______________________________

6. Commitment to Action -- ______________________________

**1.2 Preassessment** (Continued)

7. Genuineness -- ______________________________

8. Empathy -- ______________________________

**1.2 Preassessment** (Continued)

C. Evaluate counseling tape using evaluative checklists provided by instructor.

### 1.2 Preassessment

## COUNSELING CONFERENCE
## Technique Evaluation

Counselor ____________________

Counselee ____________________

Date ________________

1 = Usually 3 = Occasionally
2 = Frequently 4 = Seldom

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| **I. Use of Questions** | | | | |
| A. Open-ended | | | | |
| B. Abstract | | | | |
| C. Probing | | | | |
| D. Timed well with other input | | | | |
| **II. Response to Feelings** | | | | |
| A. Avoidance | | | | |
| B. Aimed at appropriate level | | | | |
| C. Gentle | | | | |
| D. Probing beyond necessary level | | | | |
| **III. Presentation of Self** | | | | |
| A. Open | | | | |
| B. As equal (vs. as authority) | | | | |
| C. Relaxed and confident | | | | |
| **IV. Nature of Counselor Input** | | | | |
| A. Advising | | | | |
| B. Clarifying | | | | |
| C. Questioning | | | | |
| D. Probing | | | | |
| E. Use of statements | | | | |
| F. Controlling and manipulating | | | | |
| G. Reflecting | | | | |
| H. Other (specify) | | | | |
| ____________________ | | | | |
| ____________________ | | | | |
| ____________________ | | | | |

Comments: ________________________________________

________________________________________

________________________________________

________________________________________

## TAPE REVIEW FORMAT

(Low) Level of Performance (High)

**EMPATHIC UNDERSTANDING** 1 2 3 4 5

Examples: ____________________

**GENUINENESS** 1 2 3 4 5

Examples: ____________________

**POSITIVE REGARD** 1 2 3 4 5

Examples: ____________________

**CONCRETENESS** 1 2 3 4 5

Examples: ____________________

**SELF-DISCLOSURE** 1 2 3 4 5

Examples: ____________________

**STRUCTURING** 1 2 3 4 5

Examples: ____________________

**PROBLEM DEFINITION** 1 2 3 4 5

Examples: ____________________

**COMMITMENT TO ACTION** 1 2 3 4 5

Examples: ____________________

**CLOSURE** 1 2 3 4 5

Examples: ____________________

## PREASSESSMENT

Present a videotape of your counseling behavior. (See evaluative checklists for 1.2.)

## PREASSESSMENT

Provide videotape evidence or supervisor evaluation that you have counseled at a "4" or higher level on all eight counseling dimensions with three or more "live" clients.

## PREASSESSMENT

Directions: Indicate clearly what your decision making model is. Describe in detail how you would apply your model to the following situation.

You are 21 years old, married, have two children, have not finished high school, are very low skilled having had no formal career training except for OJT experiences in a Safeway Grocery Store; your spouse is similarly low skilled. Your high school counselor indicated that you had a lot of academic ability if you would apply it; you have no money saved and several bills which you are barely able to meet each month; there are no friends or relatives who could provide any financial help if you needed it. Your goal is to become financially secure and have a career which would be permanent and enjoyable.

Decision: You recently were contacted by an Army recruiter who offered $1500 if you would join the service for a four year hitch. How do you decide how to respond to the offer?

## PREASSESSMENT

Directions: In the blank before each statement, place the letter(s) for the counseling theory which is most nearly represented by the statement.

T-F = Trait Factor
CC = Client Centered
EX = Existential
EC = Eclectic
B = Behavioral

_____ 1. Counseling success is achieved through matching ones capabilities with available opportunities.

_____ 2. Most of the responsibility for growth is placed on the shoulders of the counselee.

_____ 3. The aim of life is to explain man and to help him face life.

_____ 4. When a person behaves in a manner consistent with how he "sees" himself, he experiences feelings of worth and security.

_____ 5. Everyone can establish his own worth only by the seriousness of his humanity.

_____ 6. Counseling is a measurement-centered process.

_____ 7. People can be classified into various character traits.

_____ 8. From past experiences we acquire expectancies, that is, if we seek a goal in a certain way, we will achieve it.

_____ 9. Personality can be broken down into quite consistent generalized response units called traits.

_____ 10. The counselor must maintain attitudes of honesty, trustworthiness and genuine concern.

_____ 11. Each counselor must develop a point of view that is uniquely his own.

_____ 12. Reality, to the individual, is that which he perceives.

_____ 13. What becomes of us is largely up to each individual.

_____ 14. Goals of counseling must be stated in observable terms.

_____ 15. Each of us has "feelings" of how we "feel" about ourselves.

_____ 16. If a response pattern is not reinforced when repeated periodically, it will tend to be extinguished.

_____ 17. A theory is arrived at only through self-study of many client-counselor relationships and is not "something adopted."

_____ 18. All facets of behavior--abilities, interests, values and temperament--can be measured.

_____ 19. Counselors stress objective study of counselee behavior and the learning process as the source of hypothesis in counseling.

_____ 20. Man serves the future only by his present realization of humanity.

_____ 21. Personality is a system of interdependent traits.

_____ 22. Since counselees respond differently, a counselor must show flexibility and use different approaches.

_____ 23. Man is constantly striving toward self-actualization.

_____ 24. Counselors dealing with educational and vocational problems depend on scores from various instruments.

_____ 25. People tend to generalize responses from specific patterns to similar circumstances.

_____ 26. Development of a personal theory of counseling is a continuous life-long task.

_____ 27. The "inner revolution" in man demands that we look forward not back.

_____ 28. Relationship between the counselor and the counselee is extremely important.

_____ 29. The counselor develops a system which is comfortable and effective for him in his particular setting.

_____ 30. We need to have an all-around appraisal of factors if we are to predict school and job success.

_____ 31. The counselor encourages the counselee to explore feelings and ideas that have been outside of his awareness.

_____ 32. Much success has been achieved in the measurement of attitudes, temperament, interests and values.

_____ 33. No one theory, test, or school is adequate for any counselor.

_____ 34. By the integration of death consciousness into life, as an ever present experience, personality is intensified and its inner space is extended into the future.

## 1.6 Preassessment (Continued)

_____ 35. Man has the ability to do good--to make positive growth.

_____ 36. All specific theories or systems have limitations.

_____ 37. Congruence means a close matching of awareness and experience.

_____ 38. The counselor's task is to help the counselee to identify undesirable patterns of behavior and set up conditions for more desirable pattern formation.

_____ 39. No theory has been found that will completely explain the counseling process.

_____ 40. Most human behavior is learned.

_____ 41. Existence proper is essentially a pointing and striving beyond itself.

_____ 42. The style of counseling must match the theory used if it is to be of any significance.

_____ 43. We can achieve a revolution of our souls and thus a spiritual life that can be lived even in impotence and under harsh conditions of existence.

_____ 44. Reinforcement tends to cause initial behavior to recur again.

_____ 45. In life we must delimit the dominion of the external world and teach self-sustenance by purging man's inner world of false concepts and useless desires and showing him ways to deeper happiness.

_____ 46. Each counselor must be himself most fully and completely, while building on the wisdom of the past.

_____ 47. The individual discriminates among various stimuli according to past conditioning.

_____ 48. Man is a rational being capable of changing his behavior by altering his belief system.

_____ 49. Our psychological drives and motives propel us toward our goals.

_____ 50. Man is incapable of self-reflection without reflection on his own historic conditioning.

## 1.7 Preassessment

### PREASSESSMENT

Directions: Explicate orally or in writing your personal theory of counseling including your views on the following:

- nature of man
- major personality constructs
- nature and source of anxiety
- counseling goals
- major counseling techniques
- who your clientele will be
- your role as a counselor

(Note: Your theory will be evaluated by two or more of the project staff in conference with you. The major evaluative question will be "are the component parts of the theory logically interrelated and noncontradictory to form an operational basis for counseling practice?")

## 1.8 Preassessment

## PREASSESSMENT

Describe your rationale for decisions regarding the following factors related to group counseling using two "expert" references to support your answers:

1) sex --

2) age --

3) prior acquaintance --

1.8 Preassessment (Continued)

4) personality differences -- ______________________________

5) size of group -- ______________________________

6) frequency of meetings -- ______________________________

1.8 Preassessment (Continued)

7) duration of the group --

8) length of meeting time --

9) setting --

1.8 Preassessment (Continued)

10) preparation of members for group -- ______________________________

11) ending the group -- ______________________________

12) question of being open or closed group -- ______________________________

## 1.9 Preassessment

## PREASSESSMENT

I. Describe group member behaviors which are typical of the following stages in group counseling.

Involvement Stage -- ______________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

Transition Stage -- _______________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

Working Stage -- _________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

Ending Stage -- __________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

II. Identify the stage of group development and give examples to support your identification in a preselected videotape of a group counseling session.

1.10 Preassessment

## PREASSESSMENT

I. Briefly answer the following questions.

1. What does "structuring" mean related to group counseling?

2. Why is it desirable to have a "design" for counseling a group?

3. How do you determine how much structuring is necessary for you as a group leader?

II. Present videotape of counselor's own structuring style with a group and provide rationale for the method(s) used. This activity may also be done "live" under the observation of a project instructor.

1.11 Preassessment

## PREASSESSMENT

I. Respond to the following types of group members by:

1) describing typical behaviors

2) suggest possible reasons for behavior

3) describe how you would respond to the behavior and why you would choose the action you take.

1. Resistor -- ______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

2. Advice-giver -- ______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

## 1.11 Preassessment (Continued)

3. Dependent one -- ______________________

4. Submissive or "other-controlled" one -- ______________________

5. Silent or withdrawn one -- ______________________

1.11 Preassessment (Continued)

6. Anxious one -- ______________________________

7. The griever -- ______________________________

8. The scapegoat -- ______________________________

1.11 Preassessment (Continued)

9. The socializer -- ____________________

10. The acting out member -- ____________________

11. The hostile one -- ____________________

1.11 Preassessment (Continued)

12. The monopolist -- ____________________

13. The manipulator -- ____________________

## PREASSESSMENT

Directions: Choose #1 or #2 and respond orally or in writing.

#1. Describe the role of a manpower counselor in a Concentrated Employment Program (CEP) and within CEP orientation or describe the role of a manpower counselor in a Work Incentive Program (WIN).

#2. Describe the role of a manpower counselor in an Employment Security office, community action agency or a community college.

In answering the above, emphasis should be in the areas of staff relationships, counselor's objectives, limitations and counselor tasks.

Note:
- Having worked successfully in one of the above programs for a period of six months in the past three years will be acknowledged as evidence of learning for one-half of this competency.
- Having worked for a period of one year for the OEO in the area of federal contract compliance or as a program monitor will serve as evidence of the competency being one-half complete.

## 2.2 Preassessment

### PREASSESSMENT

Directions: Respond to the following questions or statements. Support your answer.

1. Counselor (professionals) working in manpower programs are generally required to have either a B.A., M.A. or perhaps Ph.D.'s in the social sciences.

2. Paraprofessionals working for agencies are as competent in working with community people as professionals.

3. Employees who work for agencies and who are not high school graduates are extremely sensitive and aware of community needs but are not always knowledgeable about how to help.

4. Paraprofessionals, in general, have trouble relating with professional agency staff.

5. Counselors are frequently misunderstood by agency administrators, staff and community workers because much of counseling deals with affect and is difficult to measure.

6. A client you have counseled is on the verge of being fired from his newly acquired position. Reasons given for his difficulties tend to be projections or rationalizations. For example: "I could get to work if there was good transportation", "no one helps a person who is down and out", or "everyone's always on my back". How could you use a paraprofessional to help you in this case?

2.3 Preassessment

## PROBLEMS IN ETHICS

Directions: Indicate how you would respond to the following situations and support your answers with reference to APGA and/or OPGA Codes of Ethics.

### Problem #1

A local businessman wants some information about some young men you have been counseling. It seems that he is trying to decide who he might hire to work in his warehouse. He reads three names to you: Frank Bailey, Joe Hoyt and Bob Dykes.

Frank Bailey has a good academic record and a pleasing personality. He applies himself and also finds time to be involved in activities and clubs. He told you once that he wanted a job in order to save money for college. He said that a scholarship would also be needed if he were to attend college because money was not available from the family budget. There is no question in your mind that Frank is a highly motivated boy who knows what he wants and is willing to work for it.

You're not familiar with the second name, Joe Hoyt. However, the name Bob Dykes brings a clear picture to your mind. Bob's school attendance record is poor. He said that he wasn't interested in school and that this probably contributed to his "record". He has a poor academic record, but received "A" grades in woodshop classes where his projects were considered most outstanding. A former teacher indicated that Bob could be a better student in all his subjects, but that he had to shift for himself because of family problems, and this lessened his interest in school. He once told you that he would like a job in order to buy some clothes and a motorcycle.

The local businessman said he was impressed with all three men through brief interviews. He found his decision a difficult one because he knew all three wanted a job, and said he also likes to help deserving young people who are responsible workers.

The businessman is awaiting your reply.

### Problem #2

A counselor who has been of most effective to individuals for a period of three years in terms of his own satisfaction, the opinions of his colleagues and the ideas of his clientele, at a nominal but adequate salary, has an opportunity to enter private practice in a setting in which only upper middle class or wealthy persons can avail themselves of his services. His financial gain is estimated to double his present income.

### Problem #3

You have been able to assist a client to move from menial jobs to quite a rewarding position. To your surprise, you discover he has resigned his position. He has continued his friendship with you and reveals he has gone into business for himself. His business--recruiting girls from the local high school for prostitution. His income is $400 per week.

## Problem #4

A group of educationally retarded children have been involved in a series of tests as part of a research project. The counselor believes it is important to motivate the children to do their best in the next test. Therefore, in order not to discourage them by giving them the true results, he tells them that they are doing satisfactory compared with other students. He does not correct the misinformation when the experiment is completed.

## Problem #5

By the end of the third interview it finally became obvious to the counselor trainee that she was dealing with a client who was seeking someone to dominate and control her rather than someone in a helping relationship, and that there existed a far more complex psychological basis for her concerns than had appeared at first.

## 2.3 Preassessment (Continued)

### Problem #6

The admissions counselor accidentally discovered that five courses on the transcript of a board member's son had been deleted, with the remaining grades as all "A's" and "B's". Subsequently, this student was admitted to a graduate professional school. The admissions officer expressed surprise and concerns than had appeared at first.

### Problem #7

The counselor upon being hired for a new industrial counseling position, discovered that he was expected to file all his notes on the counseling interviews in the employee's permanent record. He objected that this would violate his confidence with the clients. However, he was informed that this was the way it had been in the past and he would be expected to comply. The counselor acquiesced to the employer's demands. He allowed all conference notes to be ready by those who had access to the permanent records, although he knew that many persons with access to these records would not be viewed as parties to his efforts to help his clients.

## Problem #8

A student had completed 24 hours of graduate work and was enrolled for a course in off-campus practicum when he started a pilot study for an M.A. thesis. It dealt with the effect of subtle yet definite reinforcement of nonacceptance of test scores by low ability students. The supervisor was not notified nor were the subjects told that they were being used in an experiment. The experiment treatment upset several of the clients and caused them to reject test scores that reflected their actual level of functioning. The trainee did not see where this could do any real harm to the students involved and felt the experiment was justified since it was research.

## Problem #9

A rehabilitation counselor learns from a client with whom he has been counseling regarding a vocational placement, that a volunteer worker in the hospital has revealed information about him to neighbors in social conversation. This information should not have gone beyond the hospital. The counselor decides not to pursue the issue with the volunteer or the professional staff because this client did not seem overly concerned about the disclosure.

## Problem #10

A rehabilitation counselor, having completed graduate counselor training, steadfastly refused to join or participate in any professional groups at the local, state or national level. He claimed that his training was sufficient background to ensure competent and ethical performance in his professional work.

## Problem #11

A high school counselor and director of testing, according to the certification standards of his state, was adequately prepared for his position. However, in the field of testing, both his course work and clinical practice were limited to the area of group testing.

Last spring in his school it was decided that individual psychological test scores should be one of several criteria used for assigning students to some special groups. Since he was designated director of testing, he considered himself obligated to conduct the testing regardless of his lack of training in the field. He purchased the testing supplies and spent several weeks studying the manual and practicing administration of the test without seeking supervision or professional help. He then administered and interpreted the tests for use in the selection process for the special groups.

## 2.3 Preassessment (Continued)

### Problem #12

A person calls and says that he is a parole officer and indicates that you have been working with a parolee of his. He mentions to you that the parolee is on the verge of being "violated." He also states that a hearing will be held this morning to decide the validity of the charges brought against the parolee. He requests that you provide him with test scores that you have in your counseling records. He feels that favorable test scores, that support the clients' eligibility for training, might sway the case in favor of the client.

## 2.4 Preassessment

### PREASSESSMENT

Directions: In a triad where one is the observer, the counselor-trainee will orally communicate one of the following simulations to a second party. However, before the simulation, the triad; (the observer, counselor-trainee and the involved other) should carefully read explanation of measurement scale and understand it explicitly. Also the counselor-trainee should be allowed 30 minutes to prepare details of his presentation.

Simulation #1: To the manager of the agency that improvement in punctuality of his staff would help alleviate early morning congestion at the reception and screening desk.

Simulation #2: To other counselors in the agency that group counseling could help social awareness of clients.

Simulation #3: To the administration that the community is dissatisfied with services provided by the agency.

Simulation #4: To clients that the agency has a waiting list for training and that even though the client is eligible, nothing can be done but wait for an open training slot.

Simulation #5: To the supervisor that his staff needs training regarding interviewing skills.

Simulation #6: To staff that inner-agency communication is poor.

Simulation #7: To a machine shop instructor that one-half of his class is failing to grasp a mathematical concept.

Simulation #8: To supervisor that two professionals are involved in a personality clash.

Simulation #9: To a counselor that one of his clients is on the verge of dropping out and that the counselor doesn't know it.

Note: A minimum score of 31 points must be achieved in each role playing situation, using the measurement scale on the following page.

2.4 Preassessment (Continued)

## MEASUREMENT SCALE

| Criteria | (Low) (High) | |
|---|---|---|
| 1. Perception of problem | 1 2 3 4 5 | ____ |
| 2. Thoroughness in exploration of problem | 1 2 3 4 5 | ____ |
| 3. Evaluation of alternatives | 1 2 3 4 5 | ____ |
| 4. Solution or recommendations | 1 2 3 4 5 | ____ |
| 5. Appropriate use of known communication channels (formal and informal) | 1 2 3 4 5 | ____ |
| 6. Tone and word usage | 1 2 3 4 5 | ____ |
| 7. Facilitation of unfavorable verbal response | 1 2 3 4 5 | ____ |
| 8. Facilitation of unfavorable nonverbal response | 1 2 3 4 5 | ____ |
| 9. Appropriate use of paraphrasing | 1 2 3 4 5 | ____ |
| 10. Attentiveness | 1 2 3 4 5 | ____ |
| | *TOTAL SCORE | ____ |

### Explanation of Scale

1 - Did not indicate any knowledge regarding this criterion
2 - Indicated some knowledge and communicated (used) a part of this criterion
3 - Indicated most of the knowledge and communicated as much
4 - All of the conditions and knowledge regarding this criterion were known but not all communicated
5 - All of the conditions regarding this criterion were known and fully communicated

---

*Acceptable score for effective problem resolution is a minimum score of 31.

## PREASSESSMENT

Describe a case conference.

Identify at least five criterion that are essential in structuring and conducting a case conference.

2.6 Preassessment

## PREASSESSMENT

List all successful work experience that you feel would qualify you for partial credit regarding this learning objective. (L.O.: Evidence ability to function in a variety of counseling settings). Partial credit can be granted for this competency during the preassessment by instructor.

Determination of the number of placements needed to complete this competency will rest entirely on the preassessment of successful work experience as evaluated by project instructors. Responsibility for providing written proof of having had successful work experience will rest entirely with the counselor-trainee.

## PREASSESSMENT

Directions: Complete attached criterion test for Programmed Instructional Manual, D.O.T., 3rd Edition, published by the U.S. Department of Labor, Manpower Administration, 1965.

# CRITERION TEST

for

# Programmed Instruction Manual

## DICTIONARY OF OCCUPATIONAL TITLES
(Third Edition)

U.S. Department of Labor
Manpower Administration
Bureau of Employment Security

1965

3. Suppose a new job were identified and given the title TEST-SWATCH DYER (textile). If it were to be added to volume I, the job title now in that volume that would appear immediately after TEST-SWATCH DYER (textile) is ______________________

______________________________________

4. When a dash (--) appears in the alphabetical arrangement in place of a job title, the dash stands for

A. ___the job title immediately below it in the alphabetical listing

B. ___a continuation of the preceding job definition

C. ___the job title immediately above it in the alphabetical listing

D. ___none of the above

E. ___don't know

5. A Roman numeral is used in the DOT

A. ___to distinguish between identical job titles

B. ___as a shorthand device to replace the industry designation

C. ___to distinguish between identical job titles having the same industry designations

D. ___to list job titles in order of preference

E. ___none of the above

F. ___don't know

6. The Dictionary presents four different arrangements of job titles. Name them all.

A. ____________________arrangement

B. ____________________arrangement

C. ____________________arrangement

D. ____________________arrangement

7. Which of the following types of titles may be assigned as classifications on application cards?

A. ___Master

B. ___Alternate

C. ___Undefined related

D. ___Term

E. ___Don't know

8. Job variables (those duties that are performed in many plants but not in all) are reflected in DOT definitions by means of.

A. ___may elements

B. ___lead statements

C. ___references to other job titles

D. ___statements starting with the phrase "The following job variables..."

E. ___don't know

# DICTIONARY OF OCCUPATIONAL TITLES
## (Third Edition)

## CRITERION TEST

NAME: ______________________________ DATE: ________________________

TEST SCORE: Number right: ______ Number wrong: ______

This is a test of your knowledge of the Third Edition of the DOT. Its purpose is to (a) determine the extent to which you have learned the material, and (b) to identify the subject matter areas of the programmed training manual that were not taught effectively so that supplemental training can be provided.

1. Answer all questions. Write or mark your answers in the spaces provided.

2. If you don't know the answer, or can't find it, write in or check "E" (don't know) in the space provided.

3. If you need the DOT to answer a question, a book symbol designating the proper volume to use will appear next to the question, or pertinent instructions will appear in the question.

---

1. For purposes of classification, one way to distinguish between two identical titles in volume I is by: (Check one)

   A. ___indicating the alternate titles

   B. ___using a dash instead of the title

   C. ___listing the job variables

   D. ___using the industry designation

   E. ___don't know

2. Which one of the following titles requires its industry designation included as part of the title to distinguish it from another identical title with different duties? (Check one)

   A. ___FREIGHT-LOADING FOREMAN

   B. ___KEY-PUNCH OPERATOR

   C. ___ACCOUNTING CLERK

   D. ___ANIMAL CARETAKER

   E. ___DON'T KNOW

Rev. 10/68

14. Read the definition for DRILL-PRESS OPERATOR, TAPE CONTROL.

A. An applicant claims that the job information in this definition covers his work experience except that he adjusted the depth of cut by turning a handwheel, and made a notation on the process sheet instead of notifying the supervisor when hole diameters did not conform to specifications. Is the published definition and code a suitable classification for this applicant? __________ (yes/no)

B. A second applicant also claims that the same definition covers his work experience except that he did no set-up but instead observed the machine as it performed its function. He stopped the machine and notified the supervisor when something went wrong. A set-up man installed the tools and fixtures and adjusted the cutting tools. Is the published definition and code a suitable classification for this applicant? __________ (yes/no)

---

15. A Feminine Title may not be assigned for purposes of classification.

A. _____ (true) B. _____ (false)

---

16. Using volume I only, the most appropriate title and code for the following job is ______________________________________________.

"Works on an assembly line installing picture tubes on television chassis, using handtools and power tools. Fastens mounting brackets to chassis and lifts picture tube from conveyor line."

---

17. Using volume I only, the most appropriate title and code for the following job is ______________________________________________.

"Rents films to individuals and organizations, such as schools, churches, clubs, and business firms. Views incoming films to familiarize himself with content. Recommends films on specific subjects to show to designated group. Figures and quotes rental charge and fills out rental forms. Posts film rental dates on office records to complete reservation."

---

18. Using volume I only, the most appropriate title and code for the following job is ______________________________________________.

"Plans layout, installs and repairs wiring, electrical fixtures, apparatus and control equipment in a coal mine. Prepares sketches showing location of all wiring and electrical equipment. Measures, cuts, bends, and installs electrical conduit. Connects wiring to lighting fixtures and power equipment. Observes functioning of installed equipment or system to detect hazards."

9. The following appears in the alphabetical arrangement in volume I:

NIGHT-CLERK AUDITOR (hotel & rest.) see NIGHT AUDITOR under BOOKKEEPER (clerical) I.

Without using volume I, what kind of a title is

A. NIGHT AUDITOR ______________

B. BOOKKEEPER I ______________

10. An undefined related title

A. ___cannot be assigned as a classification

B. ___must have the same industry designation as its base title

C. ___takes the code of its base title

D. ___is not listed in the alphabetical arrangement

E. ___don't know

11. Which one of the following is most likely to be a lead statement?

A. ___May transfer racks of filled pans to proofrooms, using a handtruck.

B. ___Tends machine that mixes abrasive compounds for use in making polishing and buffing wheels and hones.

C. ___Winds remainder of wire on coil for subsequent use.

D. ___Fastens prepared parts together with glued dowel pins.

E. ___Don't know

12. Which of the following job titles cannot be assigned as classifications on employers' job orders?

A. ___ANIMAL-FIBER TECHNOLOGIST

B. ___ANIMAL HUSBANDMAN (agric.)

C. ___ANIMAL HUSBANDMAN (profess.&kin.)

D. ___ANIMAL KEEPER (amuse. & rec.)

E. ___DON'T KNOW

13. Read the definition for MODEL MAKER (clock & watch). The last sentence in that definition means that:

A. ___All such workers are required to design and make their own tools.

B. ___None of these workers is required to design and make their own tools.

C. ___Some employers require their MODEL MAKERS to design and make their own tools, and some employers do not.

D. ___None of the above.

E. ___Don't know.

19. In the OGA, the broadest breakdown of jobs is the:

A. ___worker traits

B. ___division

C. ___category

D. ___group

E. ___don't know

20. Which of the following job titles has a code which probably starts with the digit "9"? (Use volume II only)

A. ___MACHINE CLEANER Cleans dust, dirt, grease, and lint from machines and auxiliary equipment in an industrial plant using cleaning solutions, waste, rags, water hose, airhose, brushes, and scraping tools.

B. ___LOG-HAUL OPERATOR Loads wood on log-haul chain from cars. Cuts wires and stakes that bind load to car.

C. ___CHEESE BLENDER Prepares charts of quantities, grades and types of cheese required for blending to make cheese products.

D. ___HANDLE ASSEMBLER Attaches metal parts, such as webs and ferrules, to wooden tool and implement handles.

E. ___DON'T KNOW

21. An applicant states that he "works as a repairman for a company that rents office machines and repairs electric typewriters, calculators, and duplicating machines." Using only the list of categories, divisions, and groups in volume II, the first digit in the code for this worker is _____.

22. The occupational group to which a job is assigned is reflected in the code of that job by

A. ___the first two digits

B. ___all six digits

C. ___the first digit only

D. ___the first three digits

E. ___don't know

23. Which of the following jobs belongs in division 14? (Using volume II only.)

A. ___TEACHER, SPEECH Instructs students in techniques of public speaking and oral reading to develop effective speech and delivery.

B. ___TIME-STUDY ENGINEER Develops work measurement procedures and directs time-and-motion studies to promote efficient and economical utilization of personnel and facilities.

C. ___COLOR ADVISOR Examines sketches of cartoon characters and action sequences, evaluating them in relation to background layouts and other scenic effects, and determines colors to be used in painting scenes.

D. ___PSYCHOLOGIST, SOCIAL Investigates psychological aspects of human interrelationships to gain understanding of individual and group thought, feeling, and behavior, utilizing behavioral observation, experimentation, or survey techniques.

E. ___DON'T KNOW

24. Which one of the following workers has 601. as the first three digits of his code? (Use only list of 3-digit groups in volume II.)

A. ___GEAR INSPECTOR Operates gear testing machines to measure involute, lead, and run out of first run, experimental, or defective gears.

B. ___POLISHER AND BUFFER II Polishes and buffs steel and stainless steel articles, such as ice cream freezer lids, soda fountain dispensers, and storage tanks, using portable polisher, buffing brush, and emery cloth.

C. ___BORING-MACHINE OPERATOR Sets up and operates single or multiple spindle boring machine to bore holes in wooden parts.

D. ___DIAMOND-TOOL MAKER Operates machine-shop tools and uses variety of gem-cutting tools to fashion diamond-cutting tools, such as lathe cutters and countersinks used to machine watch parts.

E. ___DON'T KNOW

25. In the OGA, alternate titles are printed with:

A. ___all capital letters

B. ___all lower case letters

C. ___initial capital letters

D. ___bold face capital letters

E. ___don't know

26. The last base title on page 103 of volume II is:

________________________________

27. Turn to page 129 in volume II and look at the titles that have the code number 620.381. How many titles with that code are undefined related titles?

____________________________

28. How many job titles coded 017.281 are defined related titles?

____________________________

29. Look at the following list of codes taken from the Occupational Group Arrangement:

701.381

701.137

701.281

701.887

701.684

A. Which code represents the most complex job in the group?

____________________

B. Which code will appear last in order in the group?

____________________

30. Using the Occupational Group Arrangement only, the most probable title and code for an applicant who combs and sets wigs at a hair dressing establishment is __________________________.

Indicate the most appropriate title and code for each of the following jobs, using the OGA in volume II. Verify your selections in volume I before writing your answer.

31. "Fabricates, assembles, installs, and repairs sheet metal products and equipment, such as control boxes, drainpipes, ventilators, and furnace casings, according to job order or blueprints. Selects gage and type of sheet metal according to product being fabricated. Shapes metal over anvils, blocks, or forms, using hammer."

________________________________________ ______________________

- - - - - - - - -

32. "Sweeps refuse from municipal streets, gutters and sidewalks into pile and shovels it into movable container that is pushed from place to place. Picks up paper and similar rubbish from lawns and flower beds, using spike-tipped stick."

________________________________________ ______________________

33. "Designs containers for products, such as foods, beverages, toiletries, cigarettes, and medicines. Sketches design of container for specific product, considering factors, such as convenience in handling and storing, distinctiveness for identification by consumer, and simiplicity to minimize production costs. Renders design, including exterior markings and labels, using paints and brushes. Usually fabricates model in paper, wood, glass, plastic, or metal, depending on material to be used in package."

______________________________ ________________

- - - - - - - - - -

34. "Studies nature and characteristics of atomic nuclei. Observes decay of radioactive nuclei which disintegrate spontaneously, utilizing electronic equipment which measures and records events occurring as rapidly as one-billionth of a second apart. Utilizes betatrons, cyclotrons, synchotrons, and other accelerators and reactors to produce high speed electrified particles which bombard atomic nuclei and cause disintegration."

______________________________ ________________

- - - - - - - - - -

35. "Operates a billet mill to roll hot steel ingots into billets. Sets clearances on guides and rolls and starts mill to roll sample ingot. Measures sample billet for dimensional conformance to specifications. Moves levers to regulate draft of rollers and to control movement of conveyors, water sprays, and mill tables for each pass. Directs other workers in duties such as changing rolls, regulating speed of conveyors, and turning ingot, to obtain specified product."

______________________________ ________________

- - - - - - - - - -

36. "Sells fruit and vegetables on streets. Drives truck on residential streets blowing horn and pausing periodically to look for customers. Weighs packages of produce and makes change for sales. Carries large or heavy packages into customer's home."

______________________________ ________________

- - - - - - - - - -

37. "Studies cause and control of plant diseases. Isolates disease-causing organism, studies its habits and life cycle, and devises methods of destroying or controlling it. Tests control measures under field conditions for effectiveness, practicability, and economy. Determines the kinds of plants and insects that harbor or transmit the disease."

______________________________ ________________

- - - - - - - - - -

38. "Gathers seed cones from evergreen trees such as fir, hemlock, and balsam for reforestation program. Climbs trees and picks cones that are in good condition and uniform shape."

______________________________ ________________

- - - - - - - - - -

39. "Makes boots and shoes using handtools and machine tools. Selects patterns and leather for upper parts and outlines patterns on leather. Cuts parts with shears and knife. Sews them together on machine to form uppers. Punches out eyelets and clinches metal ring in them using machine. Assembles last and insole and attaches them to uppers. Trims, dyes and polishes uppers and soles."

______________________________ ________________

- - - - - - - - - -

40. "Services and repairs neon and illuminated signs in response to trouble calls. Climbs ladder, catwalk, or scaffolding to examine sign and determine trouble. Performs operations, such as rewiring, removing defective parts, and installing new parts, using electricians' tools. Removes sign or part of sign for shop repairs such as structural fabrication, scroll repair, or transformer repair."

______________________________ ________________

- - - - - - - - - -

41. "Weighs out and packages a variety of wood and machine screws for retail sales. Obtains hopper of screws from central supply and weighs specified amount into plastic packages and seals them with hot iron. Packs individual bags of screws into cardboard cartons for shipment. Seals and labels contents of cartons. Stacks cartons for removal to shipping department."

______________________________ ________________

---

42. After all facts about an applicant have been obtained, the primary source to search to classify an applicant without prior work experience is the:

A. ___Alphabetical Arrangement

B. ___Industry Arrangement

C. ___Occupational Group Arrangement

D. ___Worker Traits Arrangement

E. ___Don't know

43. The first step in using the Worker Traits Arrangement to classify an entry applicant is to select one or more appropriate:

A. ___job titles

B. ___worker trait groups

C. ___areas of work

D. ___occupational divisions

E. ___don't know

44. Which of the following statements about the classification of entry applicants is true?

A. ___The number of digits assigned depends on the extent of his preparedness.

B. ___Full six-digit codes are always assigned.

C. ___Full six-digit codes are never assigned.

D. ___The number of digits assigned depends on the length of time allotted for the interview.

E. ___Don't know.

45. The Industry Index contains

A. ___job titles listed by industry

B. ___industry designations, full industry titles, and various inversions of both

C. ___definitions of industry designations

D. ___a listing of the various products made in each industry

E. ___don't know

46. If you wished to request a permanent code for a job that is not covered in the DOT, you would make use of the

A. ___ES-282 procedure

B. ___summary code procedure

C. ___state uncovered occupation form

D. ___don't know

47. A summary code may be assigned to

A. ___combine all of the applicant's experience in one convenient classification

B. ___provide greater referral opportunity to an applicant in jobs of high transferability which require relatively simple skills and short training time

C. ___insure that applicants will be called to the local office periodically for interviews

D. ___provide a temporary holding slot for an applicant until his status is clear

E. ___don't know

48. You can easily identify a summary code because it

A. ___is followed by a capital "S"

B. ___has a capital "X" that replaces the period in the code

C. ___ends in .887 and has a dash in place of the third digit

D. ___ends in .999

E. ___don't know

49. Since terms and master definitions are uncoded, they do not appear in the Occupational Group Arrangement or the Worker Traits Arrangement.

A. ___True

B. ___False

C. ___Don't know

50. Alternate, undefined related, master, and term titles are not listed in the Worker Traits Arrangement.

A. ___True

B. ___False

C. ___Don't know

51. Summary code procedures apply only to jobs of low complexity.

A. ___True

B. ___False

C. ___Don't know

---

52. The following sentence appears in the body of the definition for COMPLAINT INSPECTOR (light, heat, & power): "Tests voltage on wire to meter to determine if overload or underload is causing trouble (VOLTAGE TESTER) and recommends..." Which one of the following statements about that sentence is true?

A. ___A VOLTAGE TESTER performs the duties of a COMPLAINT INSPECTOR.

B. ___The COMPLAINT INSPECTOR must contact the VOLTAGE TESTER to test the voltage on the wire.

C. ___The duties of COMPLAINT INSPECTOR, with regard to testing wire voltages, are described in the definition of VOLTAGE TESTER.

D. ___None of the above statements are true.

E. ___Don't know

---

53. The counselor and counselee have settled upon a vocational goal that is compatible and realistic in terms of the counselee's capabilities and the community employment opportunities. Read the following decision and select an appropriate classification:

"The counselee should be placed in a machineshop environment preferably at a level of complexity that involves set-up and operation of a metal-cutting machine. Because his preparation is general and without work experience, the classification should be broad enough to allow some placement flexibility."

______________________ ______________________

---

54. Select an entry classification based on the following information:

The course of action decided upon by the interviewer and applicant was to enter into Demonstration and Sales Work. The applicant's best chances for employment would be in selling house furnishings. Applicant has demonstrated to the interviewer that he is prepared for any of the jobs in this group. The proper classification is

______________________ ______________________

(Use the WTA only.)

## 3.2 Preassessment

### PREASSESSMENT

**Directions:** Answer the following questions.

1. What is a job analysis?

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

2. There are many factors to consider about a job in doing a job analysis. Two of these factors are: physical activities and working conditions. List 15 descriptive action variables for physical activities and 15 descriptive variables for working conditions.

| Physical Activities | Working Conditions |
|---|---|
| 1. ______________ | 1. ______________ |
| 2. ______________ | 2. ______________ |
| 3. ______________ | 3. ______________ |
| 4. ______________ | 4. ______________ |
| 5. ______________ | 5. ______________ |
| 6. ______________ | 6. ______________ |
| 7. ______________ | 7. ______________ |
| 8. ______________ | 8. ______________ |
| 9. ______________ | 9. ______________ |
| 10. ______________ | 10. ______________ |
| 11. ______________ | 11. ______________ |

3.2 Preassessment (Continued)

| | | | |
|---|---|---|---|
| 12. | __________ | 12. | __________ |
| 13. | __________ | 13. | __________ |
| 14. | __________ | 14. | __________ |
| 15. | __________ | 15. | __________ |

3. List eight more factors that would be pertinent to a job analysis.

a) __________

b) __________

c) __________

d) __________

e) __________

f) __________

g) __________

h) __________

3.3 Preassessment

## PREASSESSMENT

1. Describe what a job order is.

2. Answer one of the following questions completely.

   a) What questions would you ask an employer who wants to hire a "machine operator" for his machine shop?

   b) What questions would you ask an employer who wants to hire a "Girl Friday" for his office?

   c) What questions would you ask an employer who wants to hire an "Autobody Repairman"?

   d) What questions would you ask an employer who wants to hire a "Diesel truck mechanic"?

OR

3. Substitute a completed job order which you have taken for the above activities.

3.4 Preassessment

## PREASSESSMENT

Alternate Methods of preassessing ability to evaluate occupational information.

Method #1: Counselor-trainee will evaluate a piece of occupational information in writing. N.V.G.A. Standards should be used in determining counselor-trainee's proficiency in evaluating literature.

Method #2: Counselor-trainee will evaluate simulated occupational brief handout developed by project instructors. Certain areas of paramount importance have been omitted.

Method #3: Counselor-trainee will write and prepare an occupational brief or brochure.

3.5 Preassessment

## PREASSESSMENT

### Occupational Information

You have been asked to research the job "pipe-fitter". Can you list at least four nationally or state renowned sources of occupational information regarding the above mentioned job, which could be referred to and considered reliable.

1. ____________________

2. ____________________

3. ____________________

4. ____________________

Identify one nonwritten source you could use.

1. ____________________

(Note: Assessment will be measured by one or more project instructors.)

## PREASSESSMENT

1. If the counselor-trainee has worked for at least three months in the capacity of job counselor, or job developer for a private employment agency, a "help supply agency", or a public employment agency, this experience shall be considered as relevant and will be weighed as the learning activity and accepted as evidence of learning for this competency. If not, proceed to 2a.

2. a) Define briefly the three terms:

1) public employment agency -- ____________________

____________________

2) "help supply agency" -- ____________________

____________________

3) private employment agency -- ____________________

____________________

If counselor-trainee did not complete section 2a successfully, please do not go any further. Counselor-trainee must complete 3.6 LA and EL.

b) Answer completely the following questions for the respective agency.

| QUESTIONS | AGENCY | | |
|---|---|---|---|
| | Public Employment | Private Employment | Help Supply |
| 1. How is fee determined? | | | |
| 2. Who pays? | | | |
| 3. What kind of jobs are found? (prof. or labor) | | | |
| 4. Are special needs of minorities dealt with? | | | |
| 5. What kind of counseling are clients provided? | | | |

## 3.7 Preassessment

## PREASSESSMENT

1. Write a short paragraph describing a referral.

2. Does a referral differ from a service?

3. How would you define supportive services?

4. What are direct services and indirect services in an agency?

3.7 Preassessment (Continued)

5. Indicate which referral agencies you would likely use to meet the following needs:

- abortion referral -- ______________________________
- emergency funds -- ______________________________
- auditory problems -- ______________________________
- speech evaluation -- ______________________________
- alchoholism -- ______________________________

## 3.8 Preassessment

### PREASSESSMENT

1. Assess a piece of educational resource material provided by the project instructor.

OR

2. List at least six criteria you would use in assessing an educational site that you are considering as a potential training location for a manpower trainee or youth.

1) ________________________________________

________________________________________

2) ________________________________________

________________________________________

3) ________________________________________

________________________________________

4) ________________________________________

________________________________________

5) ________________________________________

________________________________________

6) ________________________________________

________________________________________

## PREASSESSMENT

In a simulated interview, the counselor-trainee will interview a manager of a large paint manufacturer. (Name or type of company is optional and at the discretion of project instructors.) Discuss briefly, orally or in writing, how you would go about setting up the interview.

What kind of entry level jobs could you expect to find in a large paint manufacturing company? What high skilled jobs?

What kind of information would you want to know from a specific employer in an occupational survey?

## 3.10 Preassessment

### PREASSESSMENT

Answer orally or in writing, what is job development?

What factors would you consider in developing a job for a manpower trainee?

How would you as a counselor attempt to develop a job for a recent deaf graduate of an autobody and fender repairman course? Mention at least three well known publications that would help you seek out employers in this particular area of employment.

## PREASSESSMENT

Having worked as a job developer for a period of six months in a community agency or employment office will be considered as completion of this competency. If not, the following assessment activity should be completed.

1. In dyads the counselor-trainees will in a role simulation prepare referred clients for jobs.
2. Orally or in writing, describe typical employers' reactions to the following applicatnts.

a) male, exceedingly long hair -- ____________________

____________________

b) female, short skirt (micro-mini) -- ____________________

____________________

c) female, heavy make-up -- ____________________

____________________

d) male, unkempt -- ____________________

____________________

e) loud colors of dress -- ____________________

____________________

f) fear on part of applicant -- ____________________

____________________

g) over dressed -- ____________________

____________________

3.11 Preassessment (Continued)

h) a minority applicant -- ____________________________________

____________________________________________________________

i) an applicant with strong body odor -- ________________________

____________________________________________________________

How would you handle the simulation?

## 3.12 Preassessment

## PREASSESSMENT

Directions: In dyads the counselor-trainee will in a simulation be confronted by the following problems:

> A local manufacturing company who has in the past been known not to hire any minority applicants has placed a job order with you. The job order is a warehouseman position that is vacant. You have a Black male who has the experience and needs the job. The employer is very evasive on the telephone. You make an appointment to see him personally and attempt to persuade him to hire the applicant.

Variations of the same theme can be simulated by substituting Black male with a felon, or a woman for a male's job; or barrier of high security requirements for low security job, or high skill requirement for low skill job such as two year college for low reading skills job, or a position of high security where bonding is needed and your applicant is an offender.

Appropriateness of handling the situation will not be judged on whether the counselor was successful but rather how the arguments were presented to the employer.

## 3.13 Preassessment

## PREASSESSMENT

Answer as briefly as possible, what is a fidelity bond?

How would you proceed if a client of yours was refused employment because he was unable to secure a fidelity bond through the company that wanted to hire him?

## PREASSESSMENT

**Directions:** Fill in the missing data regarding each of the manpower programs listed below.

| PROGRAM | PURPOSE | FUNDING SOURCE | ADMINISTRATION OF PROGRAM | WHO INITIATES REFERRALS |
|---|---|---|---|---|
| MDTA Institutional Training | | | | |
| MDTA O.J.T. Training | | | | |
| MDTA Skill Centers | | | | |
| Job Corps | | | | |
| Work Incentive Program (WIN) | | | | |
| Concentrated Employment Program (CEP) | | | | |

| PROGRAM | PURPOSE | FUNDING SOURCE | ADMINISTRATION OF PROGRAM | WHO INITIATES REFERRALS |
|---|---|---|---|---|
| Residential Manpower Center | | | | |
| N.A.B.S.-70 | | | | |
| C.A.M.P.S. | | | | |
| Multi-Service Center | | | | |
| Youth Opportunity Center (YOC) | | | | |

## PREASSESSMENT

**Directions:** Indicate what your position is regarding the following statements and provide the rationale for your answer.

A = Agree D = Disagree N = Neither (Please Explain)

A D N

1. The Protestant church is one of the most segregated institutions in American society. ☐ ☐ ☐
Rationale:
______________________________
______________________________
______________________________

2. Equality of opportunity is not possible if minorities insist on preserving distinctiveness of culture and tradition (cultural pluralism). ☐ ☐ ☐
Rationale:
______________________________
______________________________
______________________________

3. Amalgamation of cultures is the most reasonable answer for providing equality and justice among the subcultures in American society. ☐ ☐ ☐
Rationale:
______________________________
______________________________
______________________________

4. America is essentially a racist society that provides equality for whites and discrimination for nonwhites. ☐ ☐ ☐
Rationale:
______________________________
______________________________
______________________________

4.2 Preassessment (Continued)

A D N

5. Minority liberation movements have as one of their major goals group equality not just individual equality. ☐ ☐ ☐
Rationale:

6. Despite any excesses which may occur, Black Power (Brown Power, Red Power) are necessary to rectify the injustices wrought by white racism. ☐ ☐ ☐
Rationale:

7. The major thrust of Black, Brown and/or Red Power is the reorientation of the value system of the sub-cultures and re-creation of unity of life, racial pride, sense of brotherhood, feeling of belonging among the minorities. ☐ ☐ ☐
Rationale:

8. Basically there are no differences in "separatism" and "cultural pluralism." ☐ ☐ ☐
Rationale:

9. Many whites act as if they've been wronged when minorities demand first class citizenship. ☐ ☐ ☐
Rationale:

A D N

10. Repression and appeals to "law and order" have been the chief methods used by white America to deal with minorities who demand equality. ☐ ☐ ☐
Rationale:

11. Racial or ethnic pride is the "flip" side of racism. ☐ ☐ ☐
Rationale:

12. The problem of white racism is the area where white counselors can make the greatest contribution to change as opposed to leadership positions among minority groups. ☐ ☐ ☐
Rationale:

13. White housing areas are more "deprived" (restrictive of stimulation) than ghettos of minorities. ☐ ☐ ☐
Rationale:

14. At least 80% of the Chicanos of the Southwest live in urban areas. ☐ ☐ ☐
Rationale:

## 4.2 Preassessment (Continued)

A D N

15. Chicanos in Texas and California occupy worse housing than any other ethnic group. ☐ ☐ ☐
Rationale:

16. Major urban areas are becoming more segregated all the time. ☐ ☐ ☐
Rationale:

17. There are over 800,000 Chicanos who reside in Los Angeles. ☐ ☐ ☐
Rationale:

18. Much of the rioting among minorities is caused by Communist agitators. ☐ ☐ ☐
Rationale:

19. Chicano residential areas in the Southwest are frequently excluded from the usual municipal services (fire and police protection, utilities, street repairs, etc.). ☐ ☐ ☐
Rationale:

| | A | D | N |
|---|---|---|---|
| 20. Chicanos have been less militant than Blacks because they are basically just more passive.<br>Rationale: | ☐ | ☐ | ☐ |
| 21. Blacks have been proven to be physiologically superior to other racial and ethnic groups (better athletes, more graceful, better dancers, stronger, etc.).<br>Rationale: | ☐ | ☐ | ☐ |
| 22. Blacks have been proven to be intellectually inferior to whites.<br>Rationale: | ☐ | ☐ | ☐ |
| 23. Norms in Oriental cultures tend to be geared toward conformity and obediance.<br>Rationale: | ☐ | ☐ | ☐ |
| 24. The Oriental student has tended to be passive, conforming, unquestioning and highly competitive.<br>Rationale: | ☐ | ☐ | ☐ |

A D N

25. Japanese immigrants to the United States brought with them values, skills, attitudes and behavior not markedly different from the average middle class white American. ☐ ☐ ☐
Rationale:

26. A higher percentage of Blacks attend segregated schools today than did before the 1954 Supreme Court decision. ☐ ☐ ☐
Rationale:

27. In 1968 the median earnings in the six major occupational groups was $4,649 for women and $8,197 for men. ☐ ☐ ☐
Rationale:

28. One fourth of all employed women are office workers, household workers, teachers or waitresses. ☐ ☐ ☐
Rationale:

29. Approximately 42 percent of all women aged 16 and over are employed. ☐ ☐ ☐
Rationale:

4.2 Preassessment (Continued)

A D N

30. Most women who are active in women's rights organizations have been found to be single homosexuals. ☐ ☐ ☐
Rationale:

31. Little discrimination against women currently exists in the labor market. ☐ ☐ ☐
Rationale:

32. Women do not function well in high stress occupations because of their emotionality. ☐ ☐ ☐
Rationale:

33. It is generally agreed that there are 25 common characteristics of the disadvantaged. ☐ ☐ ☐
Rationale:

34. Spanish speaking people conceptualize time differently than Anglo-Americans. ☐ ☐ ☐
Rationale:

**4.2 Preassessment** (Continued)

| | A | D | N |
|---|---|---|---|
| 35. Poor people lack the ability to conceptualize in the abstract.<br>Rationale: | ☐ | ☐ | ☐ |
| 36. It is generally accepted that in a group mixed with Black males and females; Mexican-American males and females; and poor white males and females that the Mexican-American male and Black female are verbally more aggressive than their respective counterparts (Mexican-American female and Black male).<br>Rationale: | ☐ | ☐ | ☐ |
| 37. Minorities are pleasure oriented and consequently delayed gratification is beyond their grasp.<br>Rationale: | ☐ | ☐ | ☐ |
| 38. Poor people lack motivation.<br>Rationale: | ☐ | ☐ | ☐ |
| 39. It's good business sense to hire minorities at all levels of a corporation, company or small business.<br>Rationale: | ☐ | ☐ | ☐ |

A D N

40. The Indian value system would most often place more value upon cooperation than competition. ☐ ☐ ☐
Rationale:

41. To the Indian sharing is more important than saving. It is a way of life, genuine and routine. ☐ ☐ ☐
Rationale:

42. The Indian sees all of life as a "unity". ☐ ☐ ☐
Rationale:

43. In an informal setting where the Indian knows only the host, he will usually sit or stand quietly saying nothing and seeming to do nothing. ☐ ☐ ☐
Rationale:

44. If addressed directly by someone he doesn't know, the Indian will seldom look at the speaker. ☐ ☐ ☐
Rationale:

A D N

45. An Indian who finds himself in an unstructured anxiety producing situation will react with a great deal of activity. ☐ ☐ ☐
Rationale:

46. Indian parents typically do not praise or reward their children for doing what is proper or expected of them. ☐ ☐ ☐
Rationale:

47. Very few Indians will try to do something at which they are not adept. ☐ ☐ ☐
Rationale:

48. An Indian who wishes to insult someone will be very direct rather than playing games. ☐ ☐ ☐
Rationale:

49. To the Indian, interference in the affairs of your brother is inexcusable no matter how foolish his behavior may appear. ☐ ☐ ☐
Rationale:

50. To address an Indian when he is talking to someone else would be considered gross interference and a breach of good conduct.
A ☐ D ☐ N ☐
Rationale:

51. Many contemporary cultural traits among Blacks had their genesis in slavery.
☐ ☐ ☐
Rationale:

52. Black psychologists have observed that Black women give up adolescent emphasis on beauty and sexual attractiveness at an earlier age than women of other races.
☐ ☐ ☐
Rationale:

53. As a result of experiencing cruelty on all sides the Black woman has tended to center her primary concern on being a mother and a source of strength to her husband.
☐ ☐ ☐
Rationale:

54. The path through which a Black and a White man must go to achieve "manhood" are essentially the same.
☐ ☐ ☐
Rationale:

A D N

55. Black men frequently have developed considerable hostility toward Black women, seeing them as the inhibiting instruments of an oppressive system. ☐ ☐ ☐
Rationale:

56. "Playing it cool" is an adaptive mechanism of Blacks in this society used as a survival technique. ☐ ☐ ☐
Rationale:

57. For most Blacks it is simply less frustrating to consider all Whites as enemies rather than struggle to find the occasional White who is truly a friend. ☐ ☐ ☐
Rationale:

58. The "extended family" concept is characteristic of Black Americans. ☐ ☐ ☐
Rationale:

59. For Blacks the ability to divorce oneself emotionally from an object is necessary for survival. ☐ ☐ ☐
Rationale:

| A | D | N |
|---|---|---|
| ☐ | ☐ | ☐ |

60. Stylized language and music have frequently been used by the Black American to communicate double meanings accessible to his brothers but not understood by his oppressors.
Rationale:

**4.3 Preassessment**

## The Instructional Process in Vocational Education

## Post-Test

## VT-7b, PLANNING COURSES FOR THE DISADVANTAGED

Name: ______________________

1. Identify and describe the nature of the two basic criteria identified in the Manpower definition of the disadvantaged.

   (a) ______________________; ______________________

   (b) ______________________; ______________________

2. Describe the basic criteria of disadvantage identified in the California State Plan.

3. The major focus in the definitions for disadvantage in one case revolve around educability, in the other employment.

   (a) Identify the definition emphasizing each viewpoint.

   (educability) ______________________

   (employment) ______________________

   (b) Is there a fundamental incompatibility between the definitions?

   Yes _____, No _____. Defend your answer.

4. Identify the five major ethnic minority groups in the country.

____________________, ____________________,

____________________, ____________________,

____________________.

5. Identify five other disadvantaged groups.

____________________, ____________________,

____________________, ____________________,

____________________.

6. Identify five deficits of the disadvantaged that need to be considered in vocational course planning and instruction. Describe why their consideration is important.

(a) ____________________; ____________________

________________________________________

________________________________________

(b) ____________________; ____________________

________________________________________

________________________________________

(c) ____________________; ____________________

________________________________________

________________________________________

(d) ____________________; ____________________

________________________________________

________________________________________

(e) ____________________; ____________________

________________________________________

________________________________________

7. Describe the nature of each kind of human development need listed below:

(a) Communication skills: ______________________________

______________________________________________

______________________________________________

(b) Employability skills: ______________________________

______________________________________________

______________________________________________

(c) Job performance skills: ____________________________

______________________________________________

______________________________________________

8. In a few words, describe the instructional relationships needed in teaching the skills developments listed in question 7.

______________________________________________

______________________________________________

______________________________________________

9. Briefly define the kinds of instructional emphasis which may be needed in training the disadvantaged at the levels listed below:

(a) Vocational preparatory: ____________________________

______________________________________________

______________________________________________

______________________________________________

(b) Supplementary: ___________________________________

______________________________________________

______________________________________________

______________________________________________

## PREASSESSMENT

**Directions:** Choose the explanations from the following list which you would expect to be most likely to account for trainees dropping out of MDTA programs. Support your choices and indicate remediation to counteract identified problems.

1. Resistance to the "system".
2. Inadequate counseling.
3. Credibility gap in that the program will really not help them become employed.
4. Language and/or communication problems.
5. Different personal priorities which fail to be understood.
6. Being "over-placed" (inability to do work).
7. Lack of motivation of trainee.
8. Different rhythm regarding time.
9. Economic problems.
10. Peer pressure to fail.
11. Desire to get something for nothing.
12. Cultural differences between trainee and instructor which produce conflict.

PROBLEMS IDENTIFIED:

________________________________________

________________________________________

________________________________________

________________________________________

EXPLANATION OF REASONS FOR CHOICES AND SUGGESTED REMEDIATION:

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

# PREASSESSMENT

## TESTING PROPOSAL

In the first paragraph describe an actual situation which calls for psychological assessment. Include a description of the subjects to be tested and a description of the individuals who will be using the information provided by the testing and how it will benefit them. Then, starting with the second paragraph, present a proposal aimed at the individual or individuals who will be expected to provide permission and funds for the assessment program. Assume that such person (or persons) knows the difference between reliability and validity and include information about reliability and validity pertinent to your situation. Include information about where the materials can be obtained, cost per subject, testing time, and how scoring will be done.

In the next to the last paragraph, describe how this assessment program will save time and money in the long run, and make more efficient use of human and organizational resources.

In the final paragraph, indicate briefly how you will validate this testing program, i.e., how you will actually demonstrate its usefulness.

5.1 Preassessment (Continued)

TRUE AND FALSE

_____ 1. The arithmetic average is also the mean.

_____ 2. A standard deviation of -1.0 is equivalent to a z score of -1.0.

_____ 3. An aptitude test can be used as an achievement test.

_____ 4. An achievement test can be used as an aptitude test.

_____ 5. A test may be reliable even though it is not valid.

_____ 6. A test may be valid even though it is not reliable.

_____ 7. Group tests may be administered to one person at a time.

_____ 8. A T score of 35 and a percentile score of 35 are equivalent scores.

_____ 9. The fact that IQ scores may change disproves the belief that intelligence may be primarily hereditary.

MULTIPLE CHOICE:

_____10. Reliability is not related to which of the following: (a) standard error of measurement; (b) standard deviation; (c) test length, (d) outside criteria.

_____11. Which of the following z scores would come closest to the 90th percentile: (a) 1.9; (b) 1.4; (c) .4; (d) 2.9.

_____12. The standard deviation of T scores is: (a) 1; (b) 10; (c) 20; (d) 100.

_____13. Which of the following group intelligence tests would be the most useful to administer to graduating high school seniors for the purpose of predicting college success (in general)? (a) PMA; (b) CQT, (c) Miller Analogies; (d) Progressive Matrices.

_____14. How well individuals do on a job may be used as a criterion for examining a test's (a) significant differences; (b) reliability; (c) validity; (d) standard error of measurement.

_____15. Which of the following scores is not comparable to the others? (a) CEEB scores of 650; (b) AGCT score of 130; (c) Stanford-Binet IQ of 122; (d) Wechsler sub-test scale score of 17.

_____16. The score that divides the frequency distribution in half is the (a) mean; (b) median; (c) mode; (d) average.

_____17. Which of the following is not a standard score? (a) stanine; (b) T-score; (c) percentile; (d) GRE score.

_____18. Predictive : validity :: ________ : reliability; (a) construct; (b) concurrent; (c) consistency; (d) content.

_____19. Mean : average :: __________ : variability; (a) z score; (b) standard deviation; (c) reliability; (d) validity.

_____20. T score : 50 :: z score : __________; (a) 50; (b) 0; (c) 100; (d) 1.

_____21. Data showing the relationship between test and some later (criterion) behavior is called __________ validity. (a) empirical; (b) construct; (c) logical; (d) content.

QUESTIONS/STATEMENTS

1. What are some of the dangers in allowing a person with inadequate training to use tests?

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

2. When would you use a group intelligence test rather than an individual test? What would you need to be aware of in interpreting results?

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

3. What is the definition of a standardized test?

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

## 5.1 Preassessment (Continued)

4. Give an example of a test that is designed to measure a person's typical performance rather than his maximum performance.

5. This point is given great emphasis: "It is imperative that the test giver give the directions exactly as provided in the manual." Give two possible outcomes or problems if this is not followed.

6. A "criterion referenced" test tells what a person is able to do (the translated score is a statement about the behavior expected of that person). A ______________________________ test tells how he compares with others.

7. Below is a partial list of the advantages and disadvantages of percentile and standard scores. Check ONLY the ones which apply to percentile scores.

Advantages:

_____a. It is readily understood, which makes it especially satisfactory for reporting to person without statistical training.
_____b. Differences are proportional to differences in raw score.

Disadvantages:

_____a. Cannot be interpreted readily when distributions are skewed.
_____b. It magnifies small differences near the mean that may not be important.

5.1 Preassessment (Continued)

8. Using the chart provided in class and the following: Mean 40, s.d. 5, raw score 50

   a. What is the percentile equivalent? __________

   b. z-score __________

   If the raw score is 35 with the same mean and s.d. then

   c. What is the % of cases from the mean __________

   d. Wechsler deviation IQ __________

9. If the raw score is 42 compute the T-score (same mean and s.d. as #8).

10. Where is the best place to find information about the quality of a published test, its scoring procedures, directions for its use, etc.?

11. The analysis of the meaning of test scores in terms of psychological concepts is done to insure which kind of validity?

12. Reading is irrelevant to proficiency in gunnery; therefore, a test to select the best prospect for gunner which includes difficult reading would lack which kind of validity?

13. A validity coefficient or correlation coefficient is used to test what kinds of validity?

14. Suppose we have two tests, X and Y. If we are told that the rank correlation between X and Y is equal to 1.00, what do we know about the test?

15. Briefly describe how the predictive validity of a test is determined, and when information on predictive validity might be valuable in decision making.

16. Name two methods for computing correlation coefficients and indicate under what circumstances each is used.

17. Interpret the following validity coefficients of correlation between test and criterion: $r=\pm 1.00$; $r=0$; $r=.60$.

18. a. Under what circumstances is content validity of tests especially important?

    b. As a test user, how would you examine a test you plan to give for content validity?

## PREASSESSMENT

I. **Directions:** Indicate which test domains the following tests represent:

GATB ________

NATB ________

ABLE ________

WRAT ________

Kuder ________

WAIS ________

SVIB ________

EPPI ________

MMPI ________

Stanford-Binet ________

A. Achievement

B. Intelligence

C. Aptitude

D. Personality

E. Interest

II. **Directions:** Match definitions with assessment domains and general categories of tests.

_____ A. Achievement

_____ B. Intelligence

_____ C. Aptitude

_____ D. Interest

_____ E. Personality

_____ F. Maximum Performance Test

_____ G. Typical Performance Test

_____ H. Diagnostic Test

1. Tests which measure the effects of learning that has occurred under partially known and controlled conditions.
2. Tests which predict subsequent performance and measure the effect of learning under uncontrolled and unknown conditions.
3. Tests designed to measure emotional, motivational, interpersonal and attitudinal characteristics of persons. Frequently have lower validity and reliability than tests from the other domains.
4. Inventories which usually depend upon self-report of ones preferences.
5. Tests which provide a global estimate of intellectual capability.

6. Tests designed to identify specific educational and/or study difficulties; some also are designed to identify emotional adjustment problems.

7. Any test on which the examinee is directed to do the best job he can.

8. Any test designed to measure what an examinee is "really like" rather than any intellective or ability characteristic. Measures of the affective domain.

## PREASSESSMENT

**Directions:** As a counselor, you have been asked to do a complete assessment of the following prospective MDTA trainee:

Forty-five years old, Chicano male, has trouble with the English language, 8th grade education; is wanting to enroll in GED classes and eventually be able to enter one of the health professions.

The following battery of tests is frequently used by your agency for assessment:

- General Aptitude Test Battery
- Stanford Achievement Test (High School Battery)
- Strong Vocational Interest Blank
- Minnesota Multiphasic Personality Inventory
- Otis-Quick Scoring Mental Ability Test

Would you use these specific tests with this client? Why or why not? If not, which tests would you substitute? Remember that you are required to do a complete assessment even though you might prefer to test in only one or two of the testing domains.

## 5.4 Preassessment

### PREASSESSMENT

**Directions:** Administer one test from each of the test domains to one or more persons without varying from manual procedures. (Validation of this competency may be provided by previous supervisor if you have already demonstrated this capability.)

## PREASSESSMENT

Directions: Given the attached test data, interpret the results to one of the project instructors using the following approach.

### Test Interpretation Approach

- give simple statistical predictions based upon the test data
- facilitate client evaluation of the prediction as it applies to him
- avoid advising the client regarding the results
- accept nonjudgmentally the client's reactions to the data
- encourage the client to explore what meaning the data have for him
- suggest other possible meanings the client may have overlooked
- encourage client to use data in decisions which confront him
- support client in making his own decisions regarding the data

## GATB Test Data

| G | V | N | S | P | Q | K | F | M |
|---|---|---|---|---|---|---|---|---|
| 102 | 117 | 84 | 91 | 94 | 104 | 120 | 142 | 102 |

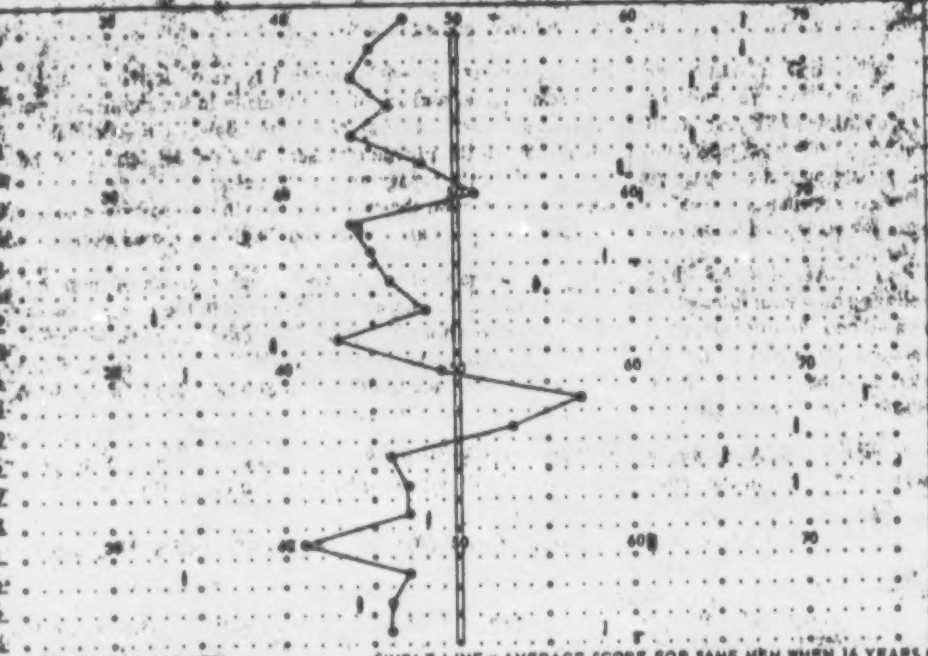
TESTSCOR INC.

# REPORT FORM FOR STRONG VOCATIONAL INTEREST BLANK-MEN

## BASIC INTEREST SCALES

PLOTTED SCORE

| SCALE | STD. SCORE |
|---|---|
| PUBLIC SPEAKING | [illegible] |
| LAW/POLITICS | [illegible] |
| BUSINESS MANAGEMENT | [illegible] |
| SALES | [illegible] |
| MERCHANDISING | 43 |
| OFFICE PRACTICES | 50 |
| MILITARY ACTIVITIES | [illegible] |
| TECHNICAL SUPERVISION | [illegible] |
| MATHEMATICS | [illegible] |
| SCIENCE | [illegible] |
| MECHANICAL | 32 |
| NATURE | 39 |
| AGRICULTURE | 34 |
| ADVENTURE | 73 |
| RECREATIONAL LEADERSHIP | 69 |
| MEDICAL SERVICE | 65 |
| SOCIAL-SERVICE | 69 |
| RELIGIOUS ACTIVITIES | 68 |
| TEACHING | 62 |
| MUSIC | 34 |
| ART | 44 |
| WRITING | 58 |



DOUBLE LINE = AVERAGE SCORE FOR 630 52-YEAR-OLD MEN.

SINGLE LINE = AVERAGE SCORE FOR SAME MEN WHEN 16 YEARS OLD.

### NON-OCCUPATIONAL SCALES

| | |
|---|---|
| AACH | 53 |
| AR | 28 |
| DIV | [illegible] |
| MFII | 70 |
| MO | [illegible] |
| OIE | [illegible] |
| OL | 56 |
| SL | 54 |

### ADMINISTRATIVE INDICES

| | |
|---|---|
| TR | 399 |
| UNP | 08 |
| FC | 17 |
| LP | 41 |
| IP | 34 |
| DP | 25 |

## OCCUPATIONAL SCALES

| | OCCUPATION | STD. SCORE | C | B− | B | B+ | A |
|---|---|---|---|---|---|---|---|
| I | DENTIST | 16 | | | | | |
| | OSTEOPATH | 31 | | | | | |
| | VETERINARIAN | 29 | | | | | |
| | PHYSICIAN | 26 | | | | | |
| | PSYCHIATRIST | 39 | | | | | |
| | PSYCHOLOGIST | 31 | | | | | |
| | BIOLOGIST | 13 | | | | | |
| II | ARCHITECT | −02 | | | | | |
| | MATHEMATICIAN | 00 | | | | | |
| | PHYSICIST | −06 | | | | | |
| | CHEMIST | 06 | | | | | |
| | ENGINEER | −03 | | | | | |
| III | PRODUCTION | 18 | | | | | |
| | ARMY OFFICER | 24 | | | | | |
| | AIR FORCE OFFICER | 38 | | | | | |
| IV | CARPENTER | −07 | | | | | |
| | FOREST SERVICE MAN | 11 | | | | | |
| | FARMER | 21 | | | | | |
| | MATH-SCIENCE TEACHER | 33 | | | | | |
| | PRINTER | 26 | | | | | |
| | POLICEMAN | 18 | | | | | |
| V | PERSONNEL DIRECTOR | 43 | | | | | |
| | PUBLIC ADMINISTRATOR | 50 | | | | | |
| | REHABILITATION COUNS. | 57 | | | | | |
| | YMCA STAFF MEMBER | 58 | | | | | |
| | SOCIAL WORKER | 56 | | | | | |
| | SOCIAL SCIENCE TEACHER | 56 | | | | | |
| | SCHOOL SUPERINTENDENT | 35 | | | | | |
| | MINISTER | 17 | | | | | |
| VI | LIBRARIAN | 24 | | | | | |
| | ARTIST | 10 | | | | | |
| | MUSICIAN PERFORMER | 18 | | | | | |
| | MUSIC TEACHER | 26 | | | | | |
| VII | C.P.A. OWNER | 35 | | | | | |
| VIII | SENIOR C.P.A. | 31 | | | | | |
| | ACCOUNTANT | 17 | | | | | |
| | OFFICE WORKER | 29 | | | | | |
| | PURCHASING AGENT | 27 | | | | | |
| | BANKER | 18 | | | | | |
| | PHARMACIST | 39 | | | | | |
| | FUNERAL DIRECTOR | 30 | | | | | |
| IX | SALES MANAGER | 42 | | | | | |
| | REAL ESTATE SALESMAN | 36 | | | | | |
| | LIFE INS. SALESMAN | 38 | | | | | |
| X | ADVERTISING MAN | 34 | | | | | |
| | LAWYER | 40 | | | | | |
| | AUTHOR-JOURNALIST | 27 | | | | | |
| XI | PRESIDENT-MFG. | 16 | | | | | |

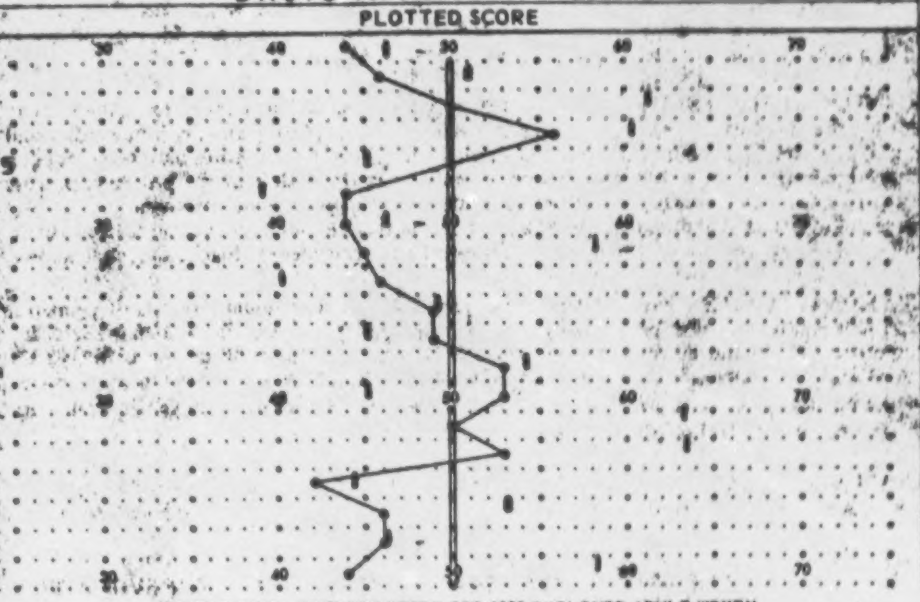
### SUPP. OCCUPATIONAL SCALES

| OCCUPATION | STD. SCORE | C | B− | B | B+ | A |
|---|---|---|---|---|---|---|
| CREDIT MANAGER | 49 | | | | | |
| CHAMBER OF COM. EXEC. | 54 | | | | | |
| PHYSICAL THERAPIST | 57 | | | | | |
| COMPUTER PROGRAMMER | 40 | | | | | |
| BUSINESS ED. TEACHER | 52 | | | | | |
| COMMUNITY REC. ADMIN. | 56 | | | | | |

FORM T398
TESTSCOR INC.
REPORT FORM FOR
STRONG VOCATIONAL
INTEREST TEST - WOMEN

## BASIC INTEREST SCALES

| SCALE | STD. SCORE |
|---|---|
| PUBLIC SPEAKING | 46 |
| LAW/POLITICS | 51 |
| MERCHANDISING | 61 |
| OFFICE PRACTICES | 60 |
| NUMBERS | 45 |
| PHYSICAL SCIENCE | 39 |
| MECHANICAL | 46 |
| OUTDOORS | 58 |
| BIOLOGICAL SCIENCE | 40 |
| MEDICAL SERVICE | 49 |
| TEACHING | 45 |
| SOCIAL SERVICE | 54 |
| SPORTS | 45 |
| HOMEMAKING | 63 |
| RELIGIOUS ACTIVITIES | 63 |
| MUSIC | 44 |
| ART | 53 |
| PERFORMING ARTS | 46 |
| WRITING | 58 |



DOUBLE LINE = AVERAGE SCORE FOR 1000 EMPLOYED ADULT WOMEN
SINGLE LINE = AVERAGE SCORE FOR 906 HIGH SCHOOL SENIOR GIRLS

| NON-OCCUPATIONAL SCALES | |
|---|---|
| AACH | [illegible] |
| DIV | [illegible] |
| FMT | [illegible] |
| OIE | 31 |

| ADMINISTRATIVE INDICES | |
|---|---|
| TR | [illegible] |
| UNP | 06 |
| FC | 12 |
| LR | 34 |
| IP | 38 |
| DP | 28 |

## OCCUPATIONAL SCALES

| | OCCUPATION | STD. SCORE |
|---|---|---|
| I | MUSIC TEACHER | 18 |
| | ENTERTAINER | 16 |
| | MUSICIAN PERFORMER | 30 |
| | MODEL | 28 |
| II | ART TEACHER | 05 |
| | ARTIST | 15 |
| | INTERIOR DECORATOR | 11 |
| III | NEWSWOMAN | 29 |
| | ENGLISH TEACHER | 36 |
| | LANGUAGE TEACHER | 30 |
| IV | YWCA STAFF-MEMBER | 30 |
| | RECREATION LEADER | 34 |
| | DIRECTOR, CHRISTIAN ED. | 34 |
| | NUN-TEACHER | 16 |
| | GUIDANCE COUNSELOR | 17 |
| | SOCIAL SCIENCE TEACHER | 16 |
| | SOCIAL WORKER | 13 |
| V | SPEECH PATHOLOGIST | 11 |
| | PSYCHOLOGIST | −05 |
| | LIBRARIAN | 25 |
| | TRANSLATOR | 12 |
| VI | PHYSICIAN | 04 |
| | DENTIST | 16 |
| | MEDICAL TECHNOLOGIST | 10 |
| | CHEMIST | −06 |
| | MATHEMATICIAN | 04 |
| | COMPUTER PROGRAMMER | 26 |
| | MATH-SCIENCE TEACHER | 31 |
| | ENGINEER | 06 |

| | OCCUPATION | STD. SCORE |
|---|---|---|
| VII | ARMY-ENLISTED | 32 |
| | NAVY-ENLISTED | 32 |
| | ARMY-OFFICER | 16 |
| | NAVY-OFFICER | 24 |
| VIII | LAWYER | 13 |
| | ACCOUNTANT | 26 |
| | BANKWOMAN | 39 |
| | LIFE INS. UNDERWRITER | 21 |
| | BUYER | 17 |
| | BUSINESS ED. TEACHER | 35 |
| IX | HOME ECON. TEACHER | 39 |
| | DIETITIAN | 36 |
| X | PHYSICAL ED. TEACHER | 24 |
| | OCCUPATIONAL THERAPIST | 30 |
| | PHYSICAL THERAPIST | 28 |
| | PUBLIC HEALTH NURSE | 27 |
| | REGISTERED NURSE | 30 |
| | LIC. PRACTICAL NURSE | 36 |
| | RADIOLOGIC TECHNOLOGY | 27 |
| | DENTAL ASSISTANT | 36 |
| XI | EXECUTIVE HOUSEKEEPER | 40 |
| | ELEMENTARY TEACHER | 50 |
| | SECRETARY | 50 |
| | SALESWOMAN | 44 |
| | TELEPHONE OPERATOR | 50 |
| | INSTRUMENT ASSEMBLER | 40 |
| | SEWING MACH. OPERATOR | 40 |
| | BEAUTICIAN | 45 |
| | AIRLINE STEWARDESS | 28 |

## PREASSESSMENT

**Directions:** Report the results in writing of any test* which you have administered using the following format.

### Testing conditions

- conditions of examinee(s)
- effects of distractions
- following of directions of examinee(s)
- motivation of examinee(s)
- atypical conditions of test administration

### Test results

- simple statistical results
- predictions which seem to flow from the result
- evaluative comments regarding the relationship of this test data to other known information about client (e.g. other test scores, grades, history of client)

*Note: You may simulate test results in order to complete this pre-assessment if you do not currently have real test scores available.

**6.1 Preassessment**

## PREASSESSMENT

I. Match the letter of the theorist on the left with the appropriate numbered statement on the right. The same letter may be used numerous times.

A. Ginzberg

B. Roe

C. Holland

D. Super

_____ 1. Occupational choice is largely irreversible.

_____ 2. There is a cause-effect relationship between early child-parent relationships and later occupational choice.

_____ 3. Stages of vocational development are growth, exploration, establishment, maintenance and decline.

_____ 4. Occupations can be categorized according to level of complexity and group type of occupation.

_____ 5. The process of vocational development is essentially that of developing and implementing a self-concept.

_____ 6. Persons gyrate toward those occupations that attract persons with a personality orientation similar to their own.

_____ 7. Compromise between self-concept and reality is one of role playing either in fantasy, the counseling interview or on-the-job.

_____ 8. Ones life style directs an individual toward a particular occupational environment that satisfies his particular needs.

_____ 9. Occupational choice always ends in a compromise between interests, capacities, values and opportunities.

_____10. Personality types and occupational environments can be matched successfully.

_____11. The three periods of occupational choice are fantasy, tentative, and realistic.

_____12. Needs which are satisfied routinely as they appear do not develop into unconscious motivators.

_____13. Persons' self-concepts change with time and experience, making occupational choice and adjustment a continual process.

6.1 Preassessment (Continued)

_____14. Needs which are unmet will prevent the appearance of higher order needs and will become dominant and restrictive motivators.

_____15. Work and life satisfactions depend upon the extent to which ones self-concept can be expressed in his work and other life experiences.

_____16. Job selection is primarily a source of need satisfaction.

_____17. Vocational development consists of identifiable "periods" and "stages".

_____18. Various occupational environments furnish different kinds of gratifications or satisfactions.

_____19. The tentative period of vocational choice is made up of the interests, capacities, values and transition stages.

_____20. There are six major occupational environments and six corresponding personal orientations.

II. State your personal theory of career development including the following:

- relative influence of heredity and environmental factors in career development (e.g., cultural, sociological, economic, psychological determinants).
- explanation for exceptions to expected choices or patterns of career development
- role of the counselor in assisting clients with career choice
- implications for validating your theory

III. Describe your career development and indicate which theory seems to have most relevance to your circumstance and indicate why this is so.

## 6.2 Preassessment

### PREASSESSMENT

I. Evaluate attached Economic Self-Sufficiency Plan (E.S.S.P.) using "Evaluative Criteria for Economic Self-Sufficiency."

II. Indicate changes necessary to make the E.S.S.P. complete.

III. Write E.S.S.P. for a project trainee or staff member and submit it for evaulation by project instructor.

EXAMPLE

## ECONOMIC SELF-SUFFICIENCY PLAN

Name: ____________________ Phone: ______________

☐ Modification Social Security No.: ______________

I. Personal Data

Twenty-eight Mexican-American male, veteran, married, three children, 10th grade education, GED equivalent completed in service in 1967. Client has low boiling point--blows cool easily--lost six jobs in past two years, mostly low paying. No skill, client on welfare (off and on), extremely presentable but has chip on shoulder. Ex-boxer, still works out; client wants to be a high school coach. Likes working with children and young adults.

II. Socio-Economic Data

Welfare grant of $186.00 every two weeks. Wife wants to work in day care center. Social Worker: Mrs. Pimpleton, 236-5431 x 36874.

III. Toward Economic Self-Sufficiency Plan

A. Goals (short and long range)--Social and Occupational

1. (Long Range) To become a H.S. coach.
2. (Short Range) P.T. work with Dept. of Recreation. Recreation leader with city of Portland.
3. (Short Range) Work with family on goal orientation.

| Barriers: | Action Taken: |
|---|---|
| 1. Police rec (16 yrs of age) gang activity & robbery--probation violation (fighting) | 1. |
| 2. Drivers License-Suspended 1 yr-No car | 2. |
| 3. Low educational achievement | 3. |
| 4. Personal appearance (dental) | 4. |
| 5. Clothing | 5. |

B. Tentative Phases of E.S.P. Dates

6.2 Preassessment (Continued)

## EVALUATIVE CRITERIA FOR ECONOMIC SELF-SUFFICIENCY PLAN

| A. Are goals: | Yes | No |
|---|---|---|
| 1. Stated both immediately and long range | ____ | ____ |
| 2. Clearly defined | ____ | ____ |
| 3. Financially expedient | ____ | ____ |
| 4. Intellectually attainable | ____ | ____ |
| 5. Likely to be ego satisfying to client | ____ | ____ |
| 6. Able to satisfy needs other than financial | ____ | ____ |
| 7. Likely to bankrupt the family psychologically | ____ | ____ |

| B. Does personal data include: | | |
|---|---|---|
| 1. Complete family information | ____ | ____ |
| 2. Complete educational history | ____ | ____ |
| 3. Complete test information | ____ | ____ |
| 4. Information about appearance | ____ | ____ |
| 5. Information about skills | ____ | ____ |
| 6. A brief job history | ____ | ____ |
| 7. Information about attitudes and values | ____ | ____ |
| 8. Information concerning health and any possible handicaps or disabilities | ____ | ____ |

| C. Does the plan include: | | |
|---|---|---|
| 1. Explicit description of barriers to economic self-sufficiency | ____ | ____ |
| 2. Explicit means by which barriers may be removed | ____ | ____ |
| 3. Statements of opportunities available to optimize chances of success of plan | ____ | ____ |
| 4. Explicit plan of action | ____ | ____ |

## 6.3 Preassessment

## PREASSESSMENT

I. Complete the attached "Occupations Identification".

II. Using the following value dimensions or concepts indicate specific differences which might exist between the Chicano, the American Black, the Indian and the so-called "dominant culture." Relate your observations to problems of vocational choice.

| | BLACK | CHICANO | INDIAN | ANGLO |
|---|---|---|---|---|
| Work | | | | |
| Material Achievement | | | | |
| Speech | | | | |
| Punctuality | | | | |
| Conformity | | | | |
| Ownership of Things | | | | |
| Emotions | | | | |

III. What barriers may exist for women in making occupational choices?

6.3 Preassessment (Continued)

## OCCUPATIONS IDENTIFICATION*

Please indicate what you believe is the race, sex, and years of education for persons in the occupations listed below. Also supply three adjectives from the list below that you think are most appropriate to each occupation.

| | Race | Sex | Yrs. of Ed. | Adjective |
|---|---|---|---|---|
| jockey | | | | |
| Army Officer | | | | |
| professor | | | | |
| airline stewardess | | | | |
| itinerant harvest worker | | | | |
| service-station attendant | | | | |
| banker | | | | |
| laundress | | | | |
| pullman porter | | | | |
| professional boxer | | | | |
| bootblack | | | | |
| hippie | | | | |
| airline pilot | | | | |
| nurse | | | | |

young
elderly
middle-aged
wealthy
poor
dirty
neat
stern
mean
smart
dumb
dishonest
snobbish
liberal
sneaky
militant
strong
sexy
industrious
honest
outgoing
hardnosed
educable
dowdy
crude
conceited
bold
asinine
unkempt
friendly
conservative
sloppy
levelheaded
kindly
gallant

Please indicate occupations that you would prefer and not prefer by inserting the letter P or N in the space provided preceeding the race column.

---

*Exercise Adapted From an Exercise by Stuart Kearns, CCCTR, University of Hawaii

## 6.4 Preassessment

### PREASSESSMENT

I. Among the factors of "accomplishment", "social-situational", "money-status" what appear to be your major motivators? What are the implications of this information for you in seeking a job?

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

______________________________________________

II. Indicate whether you agree ("A") or disagree ("D") with the following statements and comment on the reasons for your response.

____ A. Job satisfaction is positively correlated with the degree of congruence between job conditions and one's personal values.

Comment -- ____________________________________

______________________________________________

____ B. The intensity of values you held does not have significant effect upon the attainment of job satisfaction related to those values.

Comment -- ____________________________________

______________________________________________

____ C. Satisfaction with a given job varies with the values of the worker who holds the job.

Comment -- ____________________________________

______________________________________________

## 6.4 Preassessment (Continued)

____ D. Differences in job satisfaction among persons having similar values will be associated with differences in their job or occupations.

Comment -- ______________________________________________

______________________________________________

____ E. "Hygiene" factors in a job setting merely serve to keep one from being dissatisfied rather than producing satisfaction per se.

Comment -- ______________________________________________

______________________________________________

____ F. When the opportunity occurs, people will usually change quickly to intrinsically more satisfying occupations even if additional education or experience is required of them.

Comment -- ______________________________________________

______________________________________________

____ G. When economic security is threatened, financial rewards become dominant motivators; conversely, when safety-level goals are met, social, situational and interpersonal relationships become important as motivators.

Comment -- ______________________________________________

______________________________________________

## PREASSESSMENT

Directions: Please match the following statements with the most correct change factor. None of the change factors stand alone and it is understood that all are interdependent.

Change Factors:

1 - length of working life
2 - composition of the work force
3 - occupations
4 - geography of American industry
5 - education and training prerequisites for employment
6 - wage determinants
7 - industrial structure

- - - -

_____ 1. New York being the largest industrial employer in the U.S. affects the...

_____ 2. The doubling of the life work expectancy between 1900-1955 indicates a drastic change in...

_____ 3. Because the percentage of workers who are 14 years of age and over has remained relatively unchanged since 1900 does not indicate that the --?-- of the work force has not changed in the last 70 years.

_____ 4. Transgressing from a goods producing economy to one of service producing indicate a change in the...

_____ 5. Demand occupations are those in which there is a shortage of workers in certain areas of the labor market, this is a factor in...

_____ 6. A greater percentage of women in the work force today indicates a growing change in the...

_____ 7. In 1955 24.5 years of a person's life was spent outside the labor force as against 16.1 in 1900. This statistic exemplifies the changing...

_____ 8. Technological advances in transportation, machinery and energy have released industry from fixed locations and have greatly affected the...

_____ 9. A fewer percentage of those workers that are 65 years of age and over are a part of the labor force than in 1900. This gives us a drastic change in the --?-- of the labor force in the upper age brackets.

_____ 10. One out of six jobs is located in California, Texas and Florida. This gives you a better view of the...

7.1 Preassessment (Continued)

_____11. There has been a tremendous growth in white collar work. This shows a change in the area of...

_____12. In 1900, the average life expectancy was 48.2 years of age. Today it is over 67 years of age. More people are living longer and affecting the...

_____13. A shift from farm industries to nonfarm indicates a change in the...

_____14. A rising complexity of knowledge in the area of medicine, law and education has placed demands on the...

_____15. The increased demand in professional and technical fields of work is changing the...

_____16. Failure to fill vacancies in a job surplus area may be due to low...

_____17. Futuristic concepts, regarding workers, foresee the "multioccupationalist worker" as specialist in many areas and fields of work. What three change factors will greatly be affected?
_____
_____

_____18. Technological advances are leapfrogging far beyond the limits of our learning institutions and systems of instruction.

_____19. In our society today a great deal of social significance and prestige is placed on...

_____20. Managerial jobs are on the rise. What change factor is affected?

## 7.2 Preassessment

### LABOR MARKET TERMINOLOGY

**Directions**: Please define the terms as briefly as possible.

Employment -- ______________________________

Unemployment -- ______________________________

Surplus Occupations -- ______________________________

Demand Occupations -- ______________________________

Seasonal Unemployment -- ______________________________

Frictional Unemployment -- ______________________________

Economic Depression -- ______________________________

Mass Unemployment -- ______________________________

Cyclical Unemployment -- ______________________________

7.2 Preassessment (Continued)

Technical Unemployment -- ______________________________

______________________________

Seasonally Adjusted Unemployment Rate -- ______________________________

______________________________

______________________________

## 7.3 Preassessment

## PREASSESSMENT

- Define Job Restructuring.

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

- The following procedure for starting job restructuring has been scrambled. Could you place them in sequential order and briefly define each.

1 -- To depict graphically a flow process chart.

2 -- To study the interrelation of job systems.

3 -- To develop an accurate organizational chart.

4 -- Proceed with methodology for job restructuring.

5 -- Organize a staffing schedule of personnel.

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

7.3 Preassessment (Continued)

- What is meant by career lattice?

- How many levels are found in each division of the G.E.D. scale?

## 7.4 Preassessment

### PREASSESSMENT

Arrange the following subcategories under their respective classifications:

clerical sales
proprietory and managerial
skilled
unskilled
semi-skilled
professional and technical

**White Collar Classification**

1.

2.

3.

**Blue Collar Classification**

1.

2.

3.

Give two job examples for each subcategory listed above. Explain why you feel this is an appropriate example.

7.5 Preassessment

## PREASSESSMENT

TRUE OR FALSE

_____ 1. Technological change creates structural unemployment.

_____ 2. The federal government has done little to allay fears of structural unemployment.

_____ 3. Technological change and automation create unemployment.

_____ 4. In general, innovations generate jobs rather than eliminate them.

_____ 5. Innovations create jobs that the labor market is incapable of filling.

_____ 6. Engineers assigned to operating departments are not always expected to originate cost saving ideas but to make the process more efficient.

_____ 7. Impetus for cost saving ideas comes from technologies operating elsewhere in the economy.

_____ 8. Labor scarcities affect the innovation and job design process only when they pose operating problems.

_____ 9. Innovation is a byproduct of personal boredom on the job.

_____10. Job restructuring is usually the aftermath of introductory innovative processes on the production line.

_____11. A method prescribed for preventing structural imbalances in the labor force of a company is to predict and anticipate changes in wages.

_____12. Technological lag indicates an ineffective school system.

_____13. Employers must undertake the cost of training a person for jobs that are of a specific nature.

_____14. When there is a scarcity of necessary skills, a high labor turn over jeopardizing equipment and quality control or when job vacancies hold up production--innovation and technological advances soon follow.

_____15. Most innovative processes and technological advances are discovered in research institutions and universities.

## PREASSESSMENT

1. Approximately what percentage of the total population is a part of the labor force? ________________
2. The civilian work force of Oregon has how many people in it? ________
3. What is the seasonally adjusted unemployment rate for Oregon during the previous year? ______________
4. How does Oregon unemployment (seasonally adjusted) compare with national data for the past year? ________________________________________

    ________________________________________________________________
5. According to 1970 census data, the average poverty income for a 1969 nonfarm family of four headed by a male was...______________________
6. For a farm family of the same size it was...______________________
7. In the area of manufacturing, what category employs more people, durable goods, or nondurable goods? ______________________________

    ________________________________________________________________
8. In Oregon, what industry in durable goods employs the most people?

    ________________________________________________________________
9. In Oregon, what industry in nondurable goods employs the most people?

    ________________________________________________________________
10. Not including manufacturing, what industry employs the most people in Oregon? ______________________________________________________
11. The next largest employer in Oregon who is comparable to the trade industry in the total number of people employed is...

    ________________________________________________________________
12. Define what is meant by the term "index" when used in the following manner? a) Consumer Index, b) Unemployment Index, c) Index of Weekly Earnings

    ________________________________________________________________

    ________________________________________________________________

    ________________________________________________________________

    ________________________________________________________________

7.6 Preassessment (Continued)

13. Define what "job openings and labor turn over" rate (JOLT) of 4.5 means.

____________________________________________________________

____________________________________________________________

____________________________________________________________

14. What was the actual average wage paid employees in the area of manufacturing for 1972? __________________

15. Has the civilian work force increased or decreased in Oregon during the past year? ______________________

## 7.7 Preassessment

### WAGE DETERMINANTS

**Directions**: Match the following statements on the left with the most correct answers on the right.

_____ 1. Wages determined solely by a company are called...

_____ 2. A study to determine appropriateness of wages paid to other employees by major competitors is called...

_____ 3. Piecework is a wage paid according to...

_____ 4. Positions filled through internal promotion are insulated from the direct influence of...

_____ 5. A career lattice of jobs within an internal labor market also produces a...

_____ 6. Medical plans, fringe benefits are also considered by many workers as...

_____ 7. When a company designates a wage range for a job they are exercising --?-- on wages.

_____ 8. Wages determined and set regardless of wage constraints and economic theory and based only on the fact that the wage is and has always been as it is now is known as...

_____ 9. If an employee is paid by the degree of responsibility for other employees or more than his subordinates only because he is a supervisor then his wage can be said to be determined by...

_____10. The extraction of wages by unions...

A. what an employee produces

B. internal wage hierarchy

C. internal wage determinants

D. competitive wage structure

E. community wage survey

F. an integral part of the wage

G. allocative constraints

H. custom and wage determination

I. collective bargaining

J. social status on the job

**7.8 Preassessment**

## UNION TERMINOLOGY

**Directions:** Briefly answer the following questions and identify the terms or phrases:

1. How did convicts and felons fit into the labor scene of the early American colonial period?

2. How did slavery come about in our society?

3. Indenture Apprenticeship -- ______

4. Guild -- ______

5. Master -- ______

7.8 Preassessment (Continued)

6. Journeyman -- ______________________________

7. Apprentice -- ______________________________

8. Union Fraternity -- ______________________________

9. Walking Delegates -- ______________________________

10. Sympathetic Strikes -- ______________________________

11. General Strike -- ______________________________

12. Wildcat Strike -- ______________________________

13. Strike Benefits -- ______________________________

7.8 Preassessment (Continued)

14. **Death Benefits --** ______________________________

15. **Closed-Shop --** ______________________________

16. **Union-Shop --** ______________________________

17. Open-Shop -- ______________________________

18. Boycott -- ______________________________

19. Collective Bargaining -- ______________________________

20. Trade Union -- ______________________________

8.1 Preassessment

## PREASSESSMENT

Directions: Assume you are a counselor in an urban community college. The student population is 22,000 with a very wide range of course offerings as well as a very diverse student body. There is a student-centered, cooperative atmosphere among the teaching and administrative staff; therefore, counseling services are highly valued and everyone cooperates in providing guidance services to students. You are concerned because of apparent lack of understanding between students and faculty members who have diverse cultural backgrounds. You would like to attempt some remediation of the problem and evalute the effectiveness of your work. Describe your procedure as a formal research design including a clear problem statement, unambiguous hypotheses, operational definitions and a clear description of your research methodology.

## 8.2 Preassessment

### PREASSESSMENT

Evaluate the experimental research designs presented graphically below suggesting when you would (or wouldn't) use the design.

**Given:** $\boxed{R}$ = randomization
X = independent variable
Y = dependent variable
b = pretest (before)
a = post-test (after)

**Design #1** -- $Y_b \; X \; Y_a$

Design #2 -- $\boxed{R}$ $\underline{\quad\quad X \; Y_a}$ (experimental group)
$Y_b$ (comparison group)

**Design #3** -- $\boxed{R}$ $\underline{Y_b \; X \; Y_a}$ (experimental)
$Y_b \quad\; Y_a$ (control)

## 8.3 Preassessment

### PREASSESSMENT

**Directions:** Rewrite the performance objectives below which are inadequately stated for purposes of measurement.

1. At the completion of three or fewer counseling sessions each counselee will have made a tentative vocational choice as measured by his having committed himself in writing to a specific cluster area.

2. As a result of taking part in a field trip to Crown Zellerbach, counselor-trainees will have an improved attitude toward manual labor.

3. Counseled students will be more self-directed than uncounseled students.

## 8.3 Preassessment (Continued)

4. At the completion of ten group counseling sessions all students will have increased self-esteem as measured by the Barksdale Self-Esteem scale.

5. After two or fewer counseling sessions each client will have increased decision-making skill.

8.4 Preassessment

## PREASSESSMENT

**Directions:** Select three counseling research studies from the literature and provide an oral or written critique containing the following elements:

- the problem being researched
- the research design employed (indicate strengths and weaknesses)
- the outcomes
- implications of the outcomes for counseling practice
- ways the research could have been done more effectively or could be further validated

## 8.5 Preassessment

### PREASSESSMENT

Directions: Using the following checklist, evaluate the attached proposal.

| | Acceptable | Inadequate |
|---|---|---|
| Problem Statement | ☐ | ☐ |
| (Comment) | | |
| Program Description | ☐ | ☐ |
| (Comment) | | |
| Statement of Objectives | ☐ | ☐ |
| (Comment) | | |
| Evaluation Design | ☐ | ☐ |
| (Comment) | | |
| Progress Monitoring System | ☐ | ☐ |
| (Comment) | | |
| Time Line of Calendar of Events | ☐ | ☐ |
| (Comment) | | |
| Budget | ☐ | ☐ |
| (Comment) | | |

## PROPOSAL

### Problem

Everyone realizes how inadequate most university counseling centers are in meeting the needs of minority students. Most counselors are white middle-class, anglo-saxon protestants who have done little in life to prepare them to work with those who are culturally different. Additionally, the center focus is generally clinical whereas most minority students just need someone they can relate to who will help them through the maze of "white" tape which they have to negotiate. This proposal provides a solution to this very serious problem at Manpower University.

### Program Description

Manpower University will establish the following counseling program to meet the needs of minority students:

- There will be one minority counselor assigned to each living unit where minority students reside.
- Each school or college of the University will have a minority advisor who will work only with minority students and will be responsible only to the director of minority affairs.
- Travel money will be made available to each minority counselor to recruit minority students.
- Minority counselors will hold seminars for all instructional personnel to acquaint them with problems of minorities.

### Program Objective

The objective of the program is to assist minority students negotiate the University maze and to make the University staff aware of minority needs.

## 8.5 Preassessment (Continued)

### Evaluation Design

The program will be evaluated as follows:

- Minority students will be asked about their feelings relative to the counseling program.
- University staff will be polled regarding their opinion of the minority counseling program.

### Program Length

The first contract period will be from the beginning of the fall term to the end of spring session. The program contract will be renegotiated each year based on its success.

### Budget Request

| | | |
|---|---|---|
| 10 Counselors @ $15,000 | | $150,000 |
| 5 Secretaries @ $5,000 | | 25,000 |
| Supplies @ $1000/counselor | | 10,000 |
| Staff Travel @ $2000/counselor | | 20,000 |
| | TOTAL | $205,000 |